

URSULINE HIGH SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY
September 2017

SCHOOL ETHOS AND PHILOSOPHY

As a Catholic school the Ursuline High School aims to create a Community in which each student can develop her human potential as fully as possible and with a view to a personal commitment to Christ.

“Inspired by the life and work of St Angela, our Ursuline school commits itself to education for tomorrow’s world within the dynamic tradition of Catholic belief and practice. As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual”.

++++ **(Ursuline Mission Statement)**

Ultimately, the school aims to develop and deliver a curriculum that is broad, balanced, coherent, flexible and relevant to the students. One that is also responsive to their needs and to the demands of employers, colleges and universities.

This policy has links with the Teaching and learning Policy, The Curriculum policy, The Mental Health Policy, The Behaviour Policy and The Equality Policy (specifically the section on Assessment and exams in appendix 1 and 2).

Glossary of terms used in the document:

SEN: Special Educational Needs

SEND: Special Educational Needs and Disability

SENCo: Special Educational Needs Coordinator

Statement: Statutory Assessment of Special Educational Needs

EHCP: Educational Health Care Plan

TA: Teaching Assistant

Learning support Team: includes all TAs, SENCo and staff providing intervention

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WHOLE SCHOOL APPROACH

The Special Educational Learning Needs of our students should be seen as the responsibility of the whole school in line with The Equality Act 2010, SEN Code of Practice 2014 and the Children and Families Bill 2014. This policy supports the Ursuline Local Offer which is available on the school website and links into the LA offer. The local offer of will aim to be collaborative, accessible, comprehensive and transparent

The Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It places a responsibility on the school in the following areas:

- Improving physical access to school facilities.
- Preparation for entry to school.
- Improving access to the curriculum.
- Teaching and learning.
- Classroom organisation.
- Timetabling.
- Opportunities for all students to access extra-curricular activities.
- School sports.
- Assessment and exam arrangement.
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It is unlawful for a school or other education provider to treat a disabled student unfavourably. The school has a duty to make reasonable adjustments to provide access to the life of the school. This duty is anticipatory

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Special Educational Needs (SEN) Code of Practice: for 0 to 25 years

Statutory guidance for schools who work with and support children and young people with SEN

Definitions of special educational needs (SEN)

A student has SEN if she has a learning difficulty or disability which calls for special educational provision to be made for her: (a) has a significantly greater difficulty in learning than the majority of others of the same age; or (b) has a disability which prevents or hinders her from making use of educational facilities of a kind generally provided for others of the same age in mainstream Ursuline setting.

“Special educational provision is underpinned by high quality teaching. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people.”

“High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students can make progress through such teaching.” The Ursuline will regularly and carefully review the quality of teaching for students at risk of underachievement.

“SEN should not be regarded as sufficient explanation for low achievement, nor there an assumption that all children will progress at the same rate or that all children falling behind their peers have SEN.”

At the Ursuline

Every student is recognised as an individual, developing at a unique pace, academically, socially, emotionally and spiritually. However, during that development some students may at some time experience one or more of the following special educational needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

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Some of these needs may be inter-related and may be short or long term.

1. URSULINE'S SPECIAL EDUCATIONAL NEEDS PROVISION

The objectives of the school's SEN policy

Students should leave Ursuline prepared for rich and fulfilling working and social lives and to this end we aim to provide an education that encourages every student to achieve her full potential regardless of her learning ability. Ursuline therefore:

- Aims to listen to and support each student to be involved in the decision making process regarding her learning. The student has the right to share and hear information about her learning and to express an opinion. The student's views will be given due weight according to her age, maturity and capability
- Aims to work in partnership with Health and Social Care to ensure each student is able to achieve her ambitions and the best possible educational and other outcomes such as getting a job and living as independently as possible
- Aims that every student with SEN knows precisely where she is in her learning and development; to ensure decisions are informed by the insights of parents and the individual student; to have high ambitions and to set stretching targets for each student; to track her progress towards these goals; to keep under review the additional or different provision that is made for her; and to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
- Aims to ensure that the student's education enables her to achieve her best; become a confident individual living a fulfilling life; and make a successful transition into adulthood, whether into employment, further or higher education or training.
- Aims to work together with the student to achieve successful long term outcomes, such as getting a job or going into higher education, being able to make choices about her support, and making friends and participating in society. Raising aspirations is considered crucial if a student is to achieve her goals. Planning will start from when a student arrives at the Ursuline, and preparing for adult life will be an explicit part of conversations with the

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student and her family as the student moves into and through post-16 education.

- Aims to support each student at key transition points (year 6 to 7; year 9 to 10; year 11 to sixth form/college or into apprenticeships) by providing appropriate guidance, information and support to help her choose the most appropriate pathway to achieve her long-term goals. This will be done with collaboration between the school, parent and student and use relevant advice provided by other professionals.
- Aims to encourage parents to share their knowledge about their daughter and engage in positive discussions.
- Aims to provide a broad and balanced curriculum that is seen as an entitlement and is accessible to all students appropriate to their abilities.
- Recognises that all staff have a responsibility for students with special educational needs and will respond to the challenge of meeting these needs.
- Will develop procedures that identify students with special educational needs, describe what those needs are and strive to provide the special support needed by these students, in line with the Code of Practice policy of 'Assess, Plan, Do and Review'.
- Will work actively with the student, parents and external agencies to support the student in raising achievement.
- Will develop practices and procedures in line with the DfES "Special Educational Needs Code of Practice - 2014".
- Will, where possible, give the opportunity for all students to have their particular needs met in teaching groups with their peers.
- Will monitor and evaluate students' academic and pastoral progress.
- Will ensure that relevant students have an SEN profile to help inform all teachers of how best to differentiate the curriculum to meet the specific needs of individuals.

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Arrangements for co-ordinating educational provision for students with special educational needs

All teachers have a responsibility to identify and meet the educational needs of all students, whatever their learning difficulty. The SENCo co-ordinates provision of education for students with learning needs by:

- Assessing, Planning, Doing and Reviewing students' needs and progress
- Maintaining the SEN register.
- Identifying and managing the SENs of students, co-ordinating and reviewing the provision made for these.
- Ensuring SEN profiles are up to date.
- Liaising with parents/carers/staff/governors in line with recommendations in the Code of Practice.
- Liaising with external agencies and using their involvement to inform SEN support and provision.
- Arranging annual reviews of students with statement or EHCP.
- Arranging review meetings with parents of students with allocated targeted intervention/ SEN support.
- Assessing and co-ordinating special arrangements for internal and external examinations.
- Encouraging all new students to pass on information to the SENCo regarding their SEN history and eligibility for Access Arrangements for external exams.
- Ensuring students are assessed on entry and providing staff with baseline information such as reading age and spelling age.
- Communicating the needs of students to staff using SEN profiles
- Updating staff and Senior Leadership Team on developments in SEN.
- Organising INSET for school staff.
- Ensuring both parental and student views are included in the Assess, Plan, Do, Review process.

Arrangements of the hierarchy of need and the management of communication and provision

All parents will be informed by letter if their daughter is on the SEN register. The letter will inform the parent that their daughter is on the register at one of two levels:

1. Statutory: to include statements and EHCP
2. Additional needs
 - All students with a statement or EHCP will automatically be placed on the SEN register. All students at this level will have a SEN profile to ensure all staff are aware of specific needs to help inform appropriate differentiation.

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- In addition the student will have 3 key targets identified and these will be included on the reverse side of the profile. The SENCo will track progress half termly and review the SEN profile and targets termly. Provision to meet the student's needs is made in line with the statement or EHCP guidance.
- In line with the new code of practice the parent/carer will be invited to discuss provision and progress three times per year as follows:
 1. At academic review day in October with either the SENCo, the deputy SENCo or a High Level Teaching Assistant (HLTA)
 2. At parents' evening with either the SENCo or the deputy SENCo
 3. At academic review day in March with either the SENCo, the deputy SENCo or a High Level Teaching Assistant (HLTA) or an alternative time arranged directly with the parent/carer
 4. For students with Social, Emotional, and Mental Health status – all reviews will be carried out by the Head of Year.
 5. Statutory annual reviews of EHCP will be carried out annually.

 - Students identified to the SENCo will be assessed in line with the COP guidance and placed on the SEN register with the code EHCP/S or K. Alternatively, students may be placed on a **shadow register**, especially following removal from the SEN register due to progress as a result of interventions. Students on the shadow register are those that are now able to work independently within the classroom with normal teacher differentiation but there has been a past history of need and provision. This is agreed following consultation with the parents.
 - The threshold for being placed on the SEN register as K (with additional needs) follows the Code of Practice where desired outcomes are considered including expected progress and attainment and the views of both parent and student are sought. Individual outcomes are an essential part of the process:
 - Students receiving reading intervention through withdrawal with the SEN department
 - Students receiving literacy intervention through withdrawal with the SEN department
 - Students receiving numeracy intervention through withdrawal with the SEN department
 - Students receiving science intervention through withdrawal with the SEN department
 - Students receiving speech and language intervention through withdrawal with the SEN department or Merton team

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- SEN support for development of social skills and social inclusion
- SEN support for SEMH
- Students receiving specialist intervention with SEN department around social skills and safety
- Students receiving hearing, visual or mobility checks from borough
- Students identified with mental health issues which impact on their learning as indicated by: a) requiring alternative location, the long term medical room, to work in some or all lessons due to inability to access lessons in the classroom b) where attendance drops below 90% in line with government guidelines, due to ongoing mental health needs and external interventions c) progress does not remain in line with expectations for the individual student
- Students with an educational psychologist report requiring changes to provision in school
- Students receiving teaching assistant support in any core subject within the classroom to allow them to access the work (English, Maths or Science)
- Students, who are offered intervention through their own departments, as opposed to through SEN, are not placed on the SEN register. However, it should be noted that at times intervention may be provided by department teachers but in liaison with SEN and these students may be on the SEN register.

A student who has been diagnosed with some specific difference in learning during her educational history will not automatically be placed on the SEN register. Students with the following diagnosis may or may not be on the register depending on the level of additional need and support required:

- Specific learning difficulties: dyslexia, dyscalculia, dyspraxia
- hearing and visual impairments
- some physical disabilities
- slow processing and weak memory
- spelling difficulties

Students identified with a need for specific targeted support through withdrawal will be placed on the register with a view that the student will be able to move to the shadow register once progress leading to independent learning is seen:

- reading difficulties
- significant emotional difficulties
- significant literacy and/or numeracy difficulties

Students identified with a high level need requiring long term intervention but without a statement or EHCP are likely to remain on the SEN register with

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intervention and provision that is reviewed and amended by professionals includes students with:

- moderate speech and language difficulties
- moderate mental health issues
- moderate cognition difficulties
- moderate social communication
- moderate behavioural difficulties

These students are likely to require further involvement from professionals such as:

- educational psychologist
- speech and language
- CAMHS (emotional, mental health, ASD)
- Merton Behavioural team

1.1 The school admission arrangement

Students with SEN have the same rights of admission as all other prospective students who meet Ursuline's admissions procedure policy.

The Learning support team makes contact with feeder schools and arranges to visit them for the purposes of gaining information about SEN students transferring to Ursuline. The SENCo visits all students with a statement or EHCP in their primary setting and wherever possible, attends the student's year 6 annual review.

If possible, statemented students and/or students with an Educational Health Care Plan are encouraged to visit the Ursuline with their parents or teaching assistant/teacher in the term prior to transfer. For some students a part time link may be arranged during the preceding summer term to facilitate a smooth transition. Additional transition days are arranged to support students with a statement, EHCP or high levels of additional need.

- Improving physical access to school facilities.
- Preparation for entry to school.
- Improving access to the curriculum.
- Teaching and learning.
- Classroom organisation.
- Timetabling.
- Developing information in a range of formats e.g. large print, audiotape.
- Opportunities for all students to access extra-curricular activities.

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- School sports.
- Assessment and exam arrangements.

**2 URSULINE'S POLICIES FOR IDENTIFICATION, ASSESSMENT
AND PROVISION FOR ALL STUDENTS ON THE SEN
REGISTER**

**2.1 The allocation of resources to and amongst students with
learning needs**

The school is committed to ensuring that any money that comes into the school in order to support a student's statement of need or EHCP is used for that purpose. The school has also made provision from its own resources to support students to make progress across all areas in the broadest sense, with a clear focus on raising attainment in literacy and numeracy skills through early identification and intervention.

The Learning Support area includes space for one to one and small group withdrawal, a long term medical support room {to include students with mental health issues and students with fixed term mobility issues} an office for the SENCo and an office for the SEN administrator.

**2.2 Identification and assessment arrangements and review
procedures**

The feeder schools supply Ursuline with their SEN register, individual student records, SEN profiles, SATs results and reports. From this information and contact with feeder schools the SENCo formulates the SEN register. A copy of the register is given to teaching staff along with a coded wording of the difficulties

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each student faces. This register is confidential and staff are instructed not to allow students access to it.

The stages on the register are in line with **Merton SEN policy** and the **DfES SEN Code of Practice 2014**. Each student on the register has a file that is kept in a locked filing cabinet in the SEN administration office. The provision made for the student is documented in her file.

When the student enters the school, concerns may arise about behaviour and/ or learning need including concerns linked to mental health. Form teachers, Heads of Year and subject teachers, often refer them to the SENCo.

SEN profiles are drawn up to inform all staff of an individual student's need. Students with high level needs may have additional targets included on the SEN profile linked to specialist interventions. Students with specialist intervention targets and with statements or EHCP plans will be reviewed each term with the parents and student. Students with statements and/or Educational Health Care Plans will have a formal annual review of their plan when all involved professionals will be invited to attend. Students are encouraged to participate in the review and target setting process.

An SEN profile is written for students on the SEN register, except those with identified mental health issues (SEMH). For these students, due to the confidential nature of the need, a profile is not available but relevant information to support the student is shared as appropriate and with parental/student permission. All other SEN student profiles are amended as and when appropriate, but may stay the same for a longer period of time if needs do not alter. It is a tool to guide and support teachers, parents and students on how best to support the learning of the specific student. This profile does not have specific targets. This profile is written by the parent and student in conjunction with the SENCo.

Where a student develops learning needs during her time at Ursuline in a particular subject area the subject teacher will discuss the student's needs with the SENCo who will then take appropriate action.

The SENCo is also closely involved with Heads of Year and Heads of Faculty with identifying and placing specific students in the appropriate population, form and set.

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2.3 Arrangements for providing SEN students access to the National Curriculum

All students at Ursuline have appropriate access to a broad and balanced curriculum within the classroom setting. All teachers differentiate teaching material to meet individual student needs in line with the SEN profile.

2.4 SEND support and Inclusion

All students are encouraged to join in fully with the life of the school whatever their difficulties. They have access to the full National Curriculum and opportunities to participate in extra-curricular and out of school activities.

The school promotes positive relationships between staff and students and has embedded this in its Mission Statement.

The school recognises and attempts to overcome barriers to learning through its policies and practices and will continue to address methods to reduce the specific difficulties being experienced by particular groups of students in order to promote inclusion.

Learning support students are supported as far as possible within the mainstream classroom. However, they may be withdrawn from non-core lessons for one to one or small group support to ensure that progress in the specific area of need can be addressed.

2.5 Criteria for evaluating the success of the school's Learning support policy

Methods for evaluating success include:

- School based monitoring and review.
- Monitoring and tracking database on attainment in relationship to minimum target grades.
- Learning support liaison meetings.
- Feedback from students and parents.
- School based assessment of targets and outcomes.
- Reviewing SEN progress and attainment against national standards

The policy's effectiveness will be evaluated annually through a review of and the results will be shared with the Governing body.

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2.6 Arrangements for considering complaints about SEND support provision within the school

At Ursuline, parents and students are informed and consulted at every stage of the education of the student, particularly if they have SEND needs. In cases where the parents are unhappy with the provision, they are invited to initially approach the SENCo, Head of Year or Head of Faculty, depending on the nature of their concern and nature of need. Parents are also invited to ask the LA Parent Partnership Officer for advice and support. Formal complaints should be addressed to the Head teacher.

A parent may ask the LA to conduct a formal Statutory Assessment on their daughter and if they disagree with the outcome, they can appeal to the Special Educational Needs Tribunal.

Process of liaison between the Learning Support Department and class teacher

A Learning Support Agreement is in place to define the role of the Teaching Assistant and the class teacher in the classroom.

A database has been set up to monitor the minimum target grades and attainment grades of students on the SEN register. The SENCo and the Learning Support Team work with teachers and Heads of Year to identify those students who are underachieving and not meeting targets. Strategies, and where possible, provision is put in place to address the needs of these students.

Formative and Summative assessment of students is undertaken in a variety of ways both formally and informally. Students are provided with opportunities to record their work in different ways suited to their needs at the time.

SEN is a standing item on the agenda at faculty meetings and issues arising are passed on to the SENCo.

Exam concessions are applied for those students identified as having needs that may place them at a significant disadvantage compared to their peers in the exams. The SENCo has devised a form, which is included in the admissions pack for new applicants to fill in detailing their SEN history and previous Access Arrangements eligibility.

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**2.7 Use made of teachers and facilities from outside the school,
including support services**

The school makes full use of the LA Integrated Support Services and has contact with the following agencies:

- Educational Psychology Service.
- Merton Language, Behaviour and Learning team.
- Visual impairment service.
- Hearing impairment service.
- Speech and Language service.
- Child Adolescent Mental Health Service
- Family Futures
- Wish centre
- Wimbledon Guild
- Cognitive Behavioural Therapy
- Special Educational Needs Administration Team (SENAT).
- Statement Monitoring Team.
- Parent Partnership Officer.
- Social Services.
- Educational Welfare Officer.
- School Nurse.
- Bi-lingual support services.
- Social Inclusion Service.

Arrangements for partnership with parents

Parents/Carers are consulted and informed at every stage of their child's education, particularly if they have special educational needs. Contact is maintained via parent evenings, telephone calls, letters, SEN profile review meetings, annual review meetings and home/school contact book

**Links with other mainstream schools and special schools
including arrangements when students change schools or leave
school**

Learning support documents are transferred to the next school/phase and the SENCo makes contact, wherever possible. The school works closely with relevant careers advisors to ensure effective post-school arrangements including drawing up a transition plan where necessary. The school works informally with other schools and boroughs to maximise support, knowledge, skills and

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expertise. The school liaises with a local special school to ensure appropriate support and provision is in place.

**Links with health and social services, educational welfare services
and any voluntary organisations**

Links with these organisations are made by the SENCo who will also attend case meetings as appropriate. In addition, the Heads of Year, the Assistant Head Teacher and the Social Inclusion officer also maintain contact with these services.

**Appendix 1: Referral Process to SEND linked to Mental Health and Mental Health
policy**

Student identified as being at risk of poor mental health. Provision is made on an individual basis to meet the outcome identified

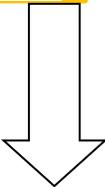
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Student is referred to Safeguarding Team. Identified as early intervention or at risk. Students who meet the threshold for SEND are added to the SEND register in line with the following criteria:

- a) a student requires use of alternative rooms, long term medical room
- b) Attendance is below 90%
- c) progress is below expectation for student

Mental Health
 Student identified as early intervention – Angela Watson leads support.

Mental Health
 Young person identified as at risk – Rachael Gilmore Leads support



SEND PROVISION

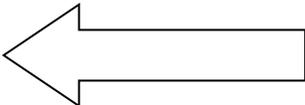
Student is offered support in school and monitored as relevant:

- Use of long term medical room in B5
- Use of and guidance on anti-stress equipment in B5
- Access to 'time out' in B5 and anxiety reducing strategies
- TA support where applicable
- A diagnostic assessment, when appropriate to ascertain underlying learning needs

Student referred to A & E or emergency appointment at GP. Referral to CAMHS through SPA; or MASH referral as appropriate.

Always refer immediately to GP and A&E for suicidal thoughts. Call emergency services for any suicide attempts.

Inform DSO and Head Teacher



Student given access to CAMHS. Or returns to in-school support provision as per the 'at risk' pathway. Student monitored.

Students informed of other potential sources of external support (Appendix 3).

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