



REDMAIDS'
HIGH SCHOOL
FOR GIRLS | BRISTOL

SENIOR SCHOOL & SIXTH FORM

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY **Senior School**

At Redmaids' High School we aim to develop the academic ability of girls from many different backgrounds and cultures and to fulfil their potential by equipping them with the skills and knowledge to succeed in a changing world. We recognise that some students experience difficulties in their learning, or have a disability that hinders them from making the same progress as most children of their age. Others may need temporary help to develop their language skills if English is not their first language. We also recognise that some children need different provisions made for them because they advance much more quickly than most children of their age.

Aim

To fulfil the academic ability of all girls and to ensure that they develop their full potential.

Objectives

To identify and provide high quality provision for students who have special educational and additional needs

To work within the guidance provided in the [Children and Families Act 2014](#) and the [Special Educational Needs & Disability Code of Practice 2015](#)

To provide support and advice for all staff working with students with special educational needs

To maintain good self-esteem in each child

Structure

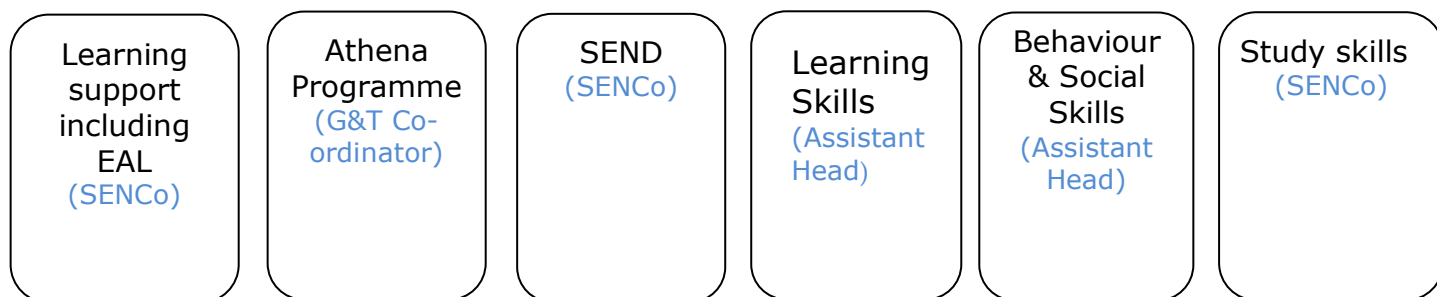
Support for pupils with Special Education Needs and/or Disabilities is one strand of Additional Needs provision at Redmaids' High. The full structure can be seen below:

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Special Educational Needs & Disability policy including EAL 20.21

Additional Needs (overseen by the
Deputy Head Academic)

Learning Skills and Behaviour and Social Skills should be Assistant Head/SENCo



Key personnel:

Deputy Head Academic	Mrs L Beynon
SENCO	Mrs S Lansdell Woods
Athena Co-ordinator Y7-10	Dr A England
Athena Co-ordinator Y11-13	Miss C Locock
Assistant Head (Designated Safeguarding Lead)	Mrs J Turner
SEND Governor	Mrs G Rowcliffe

Details of the provision for gifted and talented students can be found in the Code of Practice for Athena.

Identifying Special Educational Needs

At Redmaids' High School, subject teachers provide for all students through personalised teaching. If a student does not make adequate progress following in-class intervention and high quality personalised teaching, then the possibility of SEN will be considered.

There are four broad areas of special educational need. These are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical needs

The following are not SEN but may impact on progress and attainment:

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- Poor attendance and punctuality
- Health and welfare problems
- English as an additional language (EAL) – see Appendix 1
- Being in receipt of pupil premium
- Being a looked-after child

A graduated approach to SEN support

The SENCo is responsible for keeping the records relating to students with individual educational needs up to date, and for all review procedures.

A student will be added to the SEND register when she has a learning difficulty or a disability **which requires special educational provision to be made for her**. The SEND register can be found on the Staff Drive. (Y: Drive).

A student will only be placed on the SEND register when high quality, personalised teaching coupled with appropriate interventions has not led to the student making adequate progress. Every teacher is expected to anticipate individual learning needs and to help overcome barriers to learning by following the 'assess, plan, do, review' process.

The subject teacher should routinely assess the needs of each student, drawing on baseline data, assessments, experience of the student and parental input. The subject teacher should plan targeted learning support for students and take full responsibility for their progress.

Targeted learning support may include: involving a dyslexia mentor or a subject mentor, requesting that girls attend departmental clinics or one-to-one support from the classroom teacher.

Should a concern be on going, despite targeted intervention by the subject teacher, then Special Educational Needs support may be considered. This could involve the SENCo working alongside the student in the classroom or inviting the student to attend a course of small group support sessions.

At this point, the school may advise parents to obtain a diagnosis for dyslexia or other specific learning difficulty. Testing will usually incur a cost.

The subject teacher remains responsible for working with the student and they should work closely with any teaching assistants or specialist staff involved.

The SENCo, together with any specialist teachers, will co-ordinate regular reviews to ensure that SEN support is appropriate and effective. Specialist teachers write half-termly progress reports and carry out examination reviews to inform this process, and feedback from departments is given at termly meetings with the SENCo. This may involve parents.

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In addition to the above, any student who qualifies for examination access arrangements at GCSE, A Level or IB will automatically be included on the SEND register.

Students who join the Senior School and who have been on the SEND register in their Junior School will remain on the SEND register and will be reviewed following end of unit assessments and again towards the end of the year with the whole picture in mind. This includes those students who have extra time concessions.

All students on the SEND list will have a Learning Profile (LP) which can be accessed via the Staff Drive. This is reviewed annually in conjunction with the student following internal examinations. EHCPs (Educational Health Care Plan) can be accessed in the same way. Students with an EHCP will have regular reviews with parents, teachers and other professionals where appropriate.

Parents of students on the SEND register will be invited to a minimum of two meetings each year with the SENCO each to review progress.

Some students without a diagnosed need may require or request additional support with their learning (either in or out of class), including those with English as an additional language. These students are not included on the SEND register

Managing students' needs

During their first term at Redmaids' High, **all** new girls complete a baseline test and are screened to identify any potential dyslexic tendencies. Students are re-screened at the beginning of Year 10 and any student joining Year 12 who has not met expectations at GCSE is also screened.

Where a student is identified as needing further investigation, parents are contacted and an individual assessment may take place.

In addition, subject staff, pastoral staff or the Additional Needs department may identify students who have not made adequate progress despite quality-first teaching and appropriate intervention.

Any student with a specific learning difficulty will have a Learning Profile drawn up and be added to the SEND List. These are living records for teacher, student and parent use, which set out the needs that have been identified and how to remove the barriers to learning.

Students with SEND may be supported by a specialist SEN teacher who provides in school support for dyslexia, learning support and/or study skills. These are usually one-to-one sessions, although there are some group sessions for study skills. An additional charge is usually applied for the individual lessons.

The school also has an agreement with two support teachers external to the school who are available for extra lessons and support. Whilst not always undertaking to fund these lessons the school provides suitable accommodation and facilitates the process.

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Students with a diagnosed specific learning difficulty such as dyslexia may have a modified curriculum and a range of access arrangements for internal and external examinations as allowed by examination boards. These may include a degree of extra time, a computer reader, a scribe, a prompter, the use of a laptop (where this is a student's normal way of working) and rest breaks.

Should the school identify that a student requires additional funding and support from the Local Authority then the SENCO will apply to the appropriate Local Authority by completing an application for an Education, Health and Care Plan (EHCP). Parents and students will be involved in the completion of this paperwork at all stages.

Training and resources

The SENCO will facilitate a teaching and learning group to focus on meeting the needs to students with SEND in the classroom.

Information regarding students on the SEND register will be shared with all staff at the beginning of each academic year. Teachers are expected to refer to student LPs for further information.

The SENCO has a regular slot at Tuesday staff briefing to provide updates and information for staff

The Assistant Head with responsibility for staff induction is responsible for making sure that new staff are informed about the overall school policy for Additional Needs as part of the induction programme.

Where appropriate, in-service training will be offered to staff so that all staff are aware of individual educational needs and issues.

Storing and managing information

Documents pertaining to SEND are stored on the Staff Drive in the Additional Needs folder. Any confidential paperwork is stored securely in the SENCO office or in the individual student file.

SEND paperwork is retained until DOB of the pupil + 24 years or six years from the date of an incident whichever is longer. This is set out in the Information and Records Retention Policy.

**Laura Beynon/Gilly Rowcliffe Reviewed June 2021
Review May 2022**

APPENDIX 1

ENGLISH AS AN ADDITIONAL LANGUAGE

Aims

Redmaids' High aims to assist students with EAL by enabling them to learn the English language and therefore support their access to the curriculum and wider school life. As well as English language assistance, a strong underlying emphasis in our EAL provision is curriculum support i.e. assisting girls with EAL needs to understand cultural context, learn specialist vocabulary and reach their potential in, for example, essay and report writing.

Support

Recommendations may be made to relevant families when an offer of a place is made at the school. Private tutoring before arrival may be made a condition of entry to the school, in order to give the students the best opportunity of accessing the curriculum.

If a girl has just arrived in England and her English is found to be very basic the school may recommend attendance at an EFL course designed to teach the foundations of the English language e.g. International House, 27 Oakfield Rd, Bristol BS8 2AT.

Girls who have reasonable English and who are able to follow lessons may receive EAL support in school. This support would be via a member of the Additional Needs staff according to the needs of the girl in question. There may be an additional charge for some of these services.

Once a girl's English is very fluent, she will remain on the EAL List and the SENCo will monitor progress but not actively intervene unless there is a cause to do so. In all cases, the suitability of the year group curriculum will be assessed and an individualised timetable created if appropriate.

English Qualifications

Whenever possible and advisable, the school will endeavour to help EAL students in years 10 and 11 to take a GCSE in English. This may be a GCSE in English as an additional language if it is deemed to be most appropriate.

Monitoring and reporting

Each student with EAL needs will be encouraged to set herself targets to help her progress.

Parents will receive feedback on their daughter's English development through the school reporting and parents' evening channels.

Examination arrangements

In public examinations, some EAL students are entitled to additional time and help. They are permitted to use a bilingual dictionary which has to be supplied by the school and which should be checked by staff prior to the examination.

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Additional time (10%) is also allowed but only if:

- They have been in the country for less than three years;
- They have not been educated in an English speaking school;
- They need to use a dictionary extensively;
- English is not spoken at home.

(Staff should see the latest JCQ regulations for updates and individual exam requirements). Additional information can be obtained from the Examinations Office.

Laura Beynon 2021