

SPECIAL EDUCATIONAL NEEDS POLICY

It is stated in the aims of St Teresa's School that we support the growth, development and needs of the whole person.....and we strive for quality and excellence to help pupils achieve high academic standards. We rightly claim to be *A Different School for Every Girl* and at the heart of this, we ensure every girl has the support she needs to achieve academically and emotionally. This Special Educational Needs Policy outlines the procedures carried out by staff to ensure all pupils have access to the curriculum and co-curricular activities.

Principles and objectives held by the School:

For all pupils to achieve their full potential within a supportive environment where all needs are recognized and respected throughout the learning environment.

For all pupils to become confident learners and develop a positive self image to enable them to achieve their full potential, they must have total access to the curriculum.

The aim of the policy is to identify and provide for pupils with specific educational needs within St Teresa's. The following categories of special needs have been identified:

- Pupils with significant learning difficulties such as dyslexia and dyspraxia.
- Pupils who have English as a second language. (This goes beyond the Code of Practice.)
- Pupils with physical (or medical) disabilities.
- Pupils with behavioural and emotional problems.
- Gifted & Talented pupils. This includes pupils who are gifted in sport, musically, artistically and/or intellectually.

The school policy is in accordance with the Code of Practice on the Identification and Assessment of Special Educational Needs (DFES 2001) [hereinafter called the Code of Practice]. The Code of Practice defines a learning difficulty as meaning that the child has greater difficulty in learning than the majority of children of the same age or a disability which hinders her from making use of the educational facilities provided for children of the same age (see Appendix A for St Teresa's three year plan (1 April 2006 to 31 March 2009 and subsequently from 1 April 2009 to March 2012) in compliance with the Special Needs and Disability Act).

The needs of all pupils who may have special educational needs at any time whilst at St. Teresa's must be addressed. This includes full access to a broad and balanced educational provision

The School takes the responsibility for creating, implementing and reviewing its own policy statement to cover the management of the special needs programme. The responsible person is deemed to be the Headmistress, who

will designate a member of staff to be the school's SEN Co-ordinator. A copy of the School's policy document is lodged with the Headmistress at St Teresa's School, is in the Staff Handbook and is made known to parents and pupils on request and via the school website.

SENCO
Teacher in charge of Learning Support
Learning Support Teacher

Janet Gardner
Lina Sexton
Julia Jarrett

There is a continuum of SEN provision which is reflected in a continuum of provision in a staged approach.

All pupils with SEN are included on a register that is reviewed by senior management once a year. Pupils who are no longer in need are removed from the register. The register can be found in Staff Shared Work/Learning Support/SEN Register and the pupils are within Year Folders.

A hard copy can be found with Mrs Sexton who is in charge of learning support teaching.

The register contains:

- the girl's name
- the girl's photograph
- the girl's year group
- type of problem identified
- strengths
- suggestions for classroom differentiation

Admissions

Admission to the school is by means of the St. Teresa's Entrance Examination and a report from the feeder school. A pupil with an Educational Psychologist's report and /or a Statement of Special Educational Needs will be required to submit copies of such papers to the Headmistress, who will then consult with the SENCO. The pupil will be allocated extra time or other support in the Entrance Examination dependent on the contents and suggestions in the Educational Psychologist's report or by the Preparatory/Primary School SENCO.

Failure to disclose this information may result in the School being unable to offer an adequate level of support.

If a pupil is accepted into the School with known educational needs, the School has a duty of care to meet those needs. The School will agree with parents on how the needs of the pupil can be best met.

If a pupil is accepted into the School and the special needs become apparent at a later stage, the School will assess whether it is able to meet those needs. If the needs of the pupil cannot be met, it may be necessary to ask the

parents to provide additional outside support or, in very rare circumstances, withdraw the pupil.

The role of the Special Educational Needs Co-ordinator

The school will nominate a co-coordinator for SPECIAL EDUCATIONAL NEEDS (SENCO) at St Teresa's School.

The SENCO in collaboration with the Learning Support teacher/s is responsible for:

- The day-to-day operation of the School's S.E.N Policy and its Internal Referral Policy.
- Processing "Cause for Concern" emails for individual pupils as appropriate.
- Screening of pupils as referred by HOY/Senior Teacher
- Liaising with and advising other teachers on SEN matters.
- Devising and revising IEPs for Learning Support teachers.
- Co-ordinating provision for pupils with S.E.N.
- Maintaining and revising the School's S.E.N register and overseeing the records on all pupils with S.E.N.
- Liaising with Examinations Officer.
- Liaising, with parents of pupils with S.E.N.
- Contributing to the in-service training of staff.
- Liaising as above with external agencies, medical and social services and voluntary bodies.

Identification, Assessment and Review Procedures

The school aims to identify pupils with special educational needs at the earliest opportunity and relies on:

- Referral reports from parents or outside agencies, submitted at the time of application to the school.
- Medical record for each pupil.
- Cause for concern from teachers.
- Cause for concern from a pupil.
- Cause for concern from parents.
- Classroom assessments.
- Individual assessments by the Learning Support teacher.
- Formal assessment from external agencies such as educational psychologists or doctors.

St Teresa's School aims to carry out pupil assessment on a regular basis. The assessment programme is as follows:

ASSESSMENT /SCREENING PROGRAMME AT ST.TERESA'S SCHOOL.

Year group	Term	Type of assessment
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Year 7	Autumn	In house class screening Vernon Spelling Test & NFER Group Reading Test 11. (GRT 11) MiDYis
Year 9	Spring	In house class screening Edinburgh Reading Test 4 Vernon Spelling Test.
Year 10	Autumn	YELLis

MiDYis testing is carried on all pupils in Year 7 and new pupils up to Year 9

If at any stage, during Years 7 to 13, there is a concern for the academic progress of a pupil, an internal individual assessment may be administered. The School's tracking procedures inform this process.

Referral

When pupils are identified as having Special Educational Needs, on occasion it may be appropriate to seek advice from external agencies, such as educational psychologists, doctors or specialist services for the visually or hearing impaired. Parents and pupils will be notified by the Headmistress, Senior Teacher or Head of Year if such a requirement is necessary.

Those pupils requiring Access Arrangements for examinations will be required to obtain an assessment report or review update from an Educational Psychologist. The cost of such external assessments will be borne by the parents.

Examinations

Extra support and additional time is granted for those on the S.E.N. register, where recommended, in relation to internal examinations. Where recommended by an educational psychologist, a pupil will be allowed to use a laptop, have the use of a reader and/or scribe.

Provision is also made for those on the S.E.N. register to have, where recommended, Type C and/or Type A arrangements for External Examinations, such as GCSE and A levels, in accordance with the regulations and guidance notes issued by the Joint Council for Qualifications (JCQ).

Access arrangements that may be given without recourse to Awarding Bodies will be organized once a formal assessment has been carried out during the course of the pupil's secondary education. These will be reviewed at intervals to assess needs in view of progress made. For those access arrangements that require approval by the Awarding Body this will be arranged once a

formal assessment has been completed in the two years prior to the qualification being finally taken.

Extra time is given to girls sitting the St. Teresa's Entrance Exam on production of an assessment report by an outside agency. This must be supplied with their application form.

Electronic Aids

Electronic laptops may be used in School on the recommendation of an Educational Psychologist and approval from the Awarding Bodies.

The rules and regulations relating to the use of laptops at St. Teresa's must be complied with. These can be obtained from the SENCO.

Individual Educational Plans

Individual Educational Plans with targets specific to the pupils' individual needs will be drawn up and reviewed regularly, termly or annually whichever is appropriate.

IEP's record what is different/additional to ordinary differentiation.

For each girl identified as requiring support an individual action plan will be prepared by the learning support teacher. This should include information about the short term targets set for the pupil, the teaching strategies and provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. This will be discussed with the SENCO who must approve this programme and decide where further action is required.

Even if any member of staff other than the SENCO is primarily responsible, the SENCO must be kept informed of progress.

After consultation with the pupil and her parents as well as their class, subject teachers and Year Head, pupils will be given strategies to cope with a variety of learning styles.

Parents/Guardians

At St. Teresa's School, parents and guardians are encouraged to work in close partnership with staff. Parents and Guardians are made aware at the beginning of the academic year when members of staff can be contacted and how to contact them. There are regular parent/guardian meetings and progress reports.

If a parent or guardian has a concern about the academic progress of his/her child, the School encourages the parent/ guardian either to telephone the school to speak with or write/email to the responsible staff, depending on the nature of the concern. This can be class teacher, the form tutor, Head of Year, Head of Department, Senior Teacher, and the Deputy Head or the Headmistress.

Working with pupils with statements of Special Educational Needs

The SENCO is responsible for ensuring statemented pupils' needs as recorded in the statement are met as far as the School is able and within the resources allocated according to the statement.

Annual Review

The SENCO is responsible in collaboration with the Learning Support teacher that appropriate arrangements are made in accordance with the Code of Practice for preparing and conducting the Annual Review.

In School Reviews (ISR) is a consultation process in which a joint problem solving approach is taken. Wherever possible, parents/carers will be consulted before the ISR in order that their views may be taken into account as part of the consultation. Present at the review will be anyone who can make a contribution professionally.

Resource Allocation.

The school does not fund individual lessons in the Learning Support Department. These lessons are charged each term as an extra on the pupil's school bill. In times of financial hardship parents can apply for a bursary to assist with school fees which may include the learning support lessons. Further information is available from the Headmistress.

Transition

The SENCO will be responsible for ensuring the S.E.N. register is maintained and will closely liaise and co-operate with other schools, when pupils either enter or leave the School or transfer to other forms of education. Confidential papers, such as Educational Psychology reports, will only be transferred with written consent from the parents or guardians.

Monitoring

The SENCO will ensure that full records of all pupils who receive support, IEP's and correspondence and records of all meetings will be filed in pupil records.

The Special Education Needs Policy will be reviewed at least once every two years. The Headmistress will keep the School Governing Body informed of policy updates.

Gifted and Talented

St Teresa's pupils have a broad range of abilities and talents. One of the school's aims is to provide a broad and challenging curriculum to enable all pupils to attain excellence. Provision is made in Schemes of Work for work to extend the Gifted and talented. Girls with particular talents, in such areas as sport, music and drama, are encouraged to participate in extra-curricular activities where they can further develop these talents. Where opportunities arise students are given the opportunity to participate in activities outside school, designed for the Gifted and Talented. Individual successes are celebrated in assemblies and newsletters.

Identification:

Girls who have an overall MIDYIS score of 126 or over;
Girls nominated by individual HODs as being gifted in their subject area;
Girls who have reached a very high standard in sport, generally going towards county standard, in music, according to level of ABRSM qualifications, drama, according to LAMDA and professional engagements.
Girls who excel in areas outside school, such as horse riding or triathlon.

It is recognized that pupils from overseas may not be recognized as falling within the Gifted and Talented criteria because of language difficulties and lack of exposure to a range of activities/sports.

The School will endeavour to recognize Gifted and Talented pupils through departmental nomination, scores in the Entrance Examination and reports from previous schools as well as whole school tracking.

Register:

A register is kept in staff shared work (Gifted and Talented folder). When students are added staff are informed.

Staff must ensure the Senior Teacher is informed when activities are arranged specifically to benefit Gifted and Talented pupils so that the register information is kept up to date.

Monitoring:

Academic progress is monitored by the Senior Teacher termly as tracking is completed. Staff in charge of sport, music and drama promote appropriate activities to the girls.

Review:

The register is reviewed and updated annually.

Development:

Until the demise of NAGTY it was our policy to recommend all girls with a MIDYIS of 126 and over for membership; in addition, where appropriate girls were recommended on specific subject area grounds.

The understanding is that the new arrangements for G&T will come on stream for the independent sector during this academic at which time the information will be added to this policy.

Pupils for whom English is an Additional Language

St Teresa's welcomes boarders of all nationalities and has a designated EFL department. Pupils are assessed on entry in English and Mathematics. This initial assessment is followed by more detailed assessment on entry to assess the level of entry into the Cambridge Suite of Examinations. The pupils EFL lessons run alongside their academic curriculum. The pupils are taught in small groups which cut across year groups.

The "Key Stages" of EFL correspond to the Cambridge Examinations:

1. Key English Test (KET)
2. Preliminary English test (PET)
3. First certificate of English (FCE)
4. I.E.L.T.S)
5. Advanced English) University Entrance replacing GCSE
6. Proficiency in English)

In addition girls may reach a level where they are able to sit English and English Literature GCSEs

In addition to examination preparation we aim to encourage pupils to use English

For Creative Writing

To widen their general knowledge

To increase their understanding of England and English culture and history.

To develop study skills.

To develop reading skills.

Monitoring Pupil Progress

The monitoring of pupils is done on an individual basis. Pupils advance at their own pace and will be provided with a separate scheme of work as required. Individual pupil progress is monitored regularly by discussion in weekly Department Meetings. Information is fed into the Whole School Tracking system.

A pupil's scheme of work is flexible and will be changed according to progress made and examinations taken.

A pupil will move on to more advanced work when results indicate this is appropriate. For those pupils not progressing as expected, their scheme of work will be altered and additional lessons and one to one support will be provided as necessary.
The progress of sixth formers are monitored and any concerns reported to the Head of Sixth Form.

Head of EFL Department is Mrs Judy Hsu

Appendix A

The school policy is also compliant with the Special Educational Needs and Disability Act 2001 (SENDA). A pupil has a disability if she has a physical or

mental impairment that has substantial and long term adverse effect on her ability to carry out normal day to day activities. At St Teresa's, we make reasonable adjustments to ensure that disabled pupils or prospective pupils are not put at a substantial disadvantage, unless justified (justified covers health and safety, progress and interest of other pupils or lack of knowledge and confidentiality). Our three year plans are as follows:

1 April 2006 to March 2009

ACTION	RESOURCES/STAFF	OUTCOME/EVALUATION
Referrals for in school screening and educational psychologist cognitive assessment	Teacher in charge of Learning Support is able to screen and qualified to carry out initial tests (LS employed 4/08). Additional p/t qualified staff (JJ, 10/08) Time for feedback to parents by SENCO/LS	Increased referrals from year assessments, departmental and whole school tracking, individual teachers through SENCO.
Referrals for specialist tuition, behavioural optometry, occupational therapy, occupational therapy, medical assistance, counselling services or speech and language therapy.	Teacher in charge of Learning Support developing contacts with agencies and able to provide comprehensive reports from screening.	Early referrals where needed.
Homework adjustments	More detailed information in SSW to help staff in differentiation where needed	Differentiation more relevant to individual pupils where necessary.
Examination access arrangements extended (up to 25% extra time, computer readers, scribe/voice input system, use of laptop)	SEN department Staff to read exam scripts (SMT at present) ICT support Examinations Officer Extra invigilators who are experienced in being readers and scribes Additional examination rooms and computers	All girls who require special examination arrangements are catered for. Computer readers give more independence to individual pupils during the examination.
Consultation with parents and other professionals working with disabled pupils	SENCO (JG) and LS	Parents fully involved at all stages of process and have regular contact with support teachers and

		SENCO. Greater expertise now within staff helps better understanding in parents and increased confidence.
Staff INSET on SpLD including signs to watch out for, explanation of terms, IEPs in SSW	Teacher in Charge of Learning support (LS) and SENCO Whole school inset 1/9/08	Increased confidence in staff and frequent use of SEN information in SSW. All assisting in referrals.
Enabling larger print textbooks and worksheets for visually impaired pupils.	Produced in house by staff from Spring 2009.	Pupil concerned happier to use books that are larger print because we have made their appearance similar to other class texts.
Increased installation of Smart Boards which allow different colour fonts/ backgrounds to help pupils	Capex – all classrooms (bar 3 in art) have Smart Boards – Sept 2009) ICT Department Training in use of Smart Board	Smart Board use becoming integrated into schemes of work
Enabling saved lessons notes on memory sticks or the school network. via the Smart Boards where relevant/helpful.	Folders on intranet and ICT support.	Work is accessed by pupils who have not been able to make notes or who wish to check accuracy and by those who were absent.
Enabling the use of word processor for written work, especially for pupils with handwriting and fine motor difficulties.	Pupils have own laptops. Software available to learn touch typing by those who wish to or need to learn it (June 2008). Extra laptops in library. ICT support when necessary.	Increased use of laptops with touch typing skills improving.
Physical changes to help girls with visibility or mobility problems to get around school safely: Steps to extended Year 9 bag room have clear edging and hand rail(Jan 2009), zebra crossing for girls crossing to Magdalen	Maintenance personnel	No reported accidents from these areas.

House and astro, strips at edges of steps to main building, clear signs to prevent vehicles moving through middle of school.		
1 April 2009 to March	2012	
Developments of the School Intranet to allow direct access to specific school files from home and exchange of information between pupils and teachers.	ICT Network manager and Head of ICT ICT budget Sept 2010 with continuing development.	Ability to send receive work and see lesson related information at home and at school.
Running in school group pragmatic sessions with pupils with social communication difficulties under the direction and liaison of speech and language therapist.	Inset Budget Spring 2010 LS and selected pupils with parents' permission.	Development of pupils as seen via feedback from teaching staff and parents.
Enabling dyslexic pupils access to digital talking books for all major books and novels.	Liaise with Library staff. Departmental budgets.	Recorded use of e books by pupils.

z/nb/lf/management & policy/specials needs policy – last reviewed 08 09 – JG/LS