

<b>SHEFFIELD HIGH SCHOOL – MELBOURNE HOUSE SPECIAL EDUCATIONAL NEEDS POLICY</b>
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## **Introduction**

Within the terms of the school's policy, all entrants, including those with Special Educational Needs (SEN) or disabilities, should be considered equally for a place.

### **Special Educational Needs may:**

- arise due to physical, social, psychological and/or medical reasons
- be developmental or acquired
- exist for a finite or extended period of a child's education

### **Aims**

- To enable all children with Special Educational Needs to be included in the School community
- To ensure that girls with SEN have full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum
- To establish a partnership with the parent(s) and/or guardians, recognising that they have a vital role to play in supporting their child's education
- To operate a structure of identification, assessment and provision to enable girls to reach their full potential
- To provide all girls with Special Educational Needs with relevant guidance whenever possible

## **Procedures for Identification**

### **Early Years/School Action**

- i) Initial identification of a concern is investigated and evidence is gathered. The girl's educational needs are provided for in the classroom by differentiated work, where appropriate
- ii) If concerns continue, internal diagnostic testing is undertaken by the SENCO
- iii) An Individual Education Plan (IEP) may be drawn up

### **Early Years/School Action Plus**

If it is felt necessary, in consultation with the parents, the girl will be assessed by an external agency and a specific diagnosis made. Provision for that pupil is then made within the school's resources and an IEP is drawn up. Help may be provided by external agencies.

## **Meeting the need**

### **SENCO -**

### **The Special Educational Needs Co-ordinator liaises with staff, parents and other agencies. The SENCO will -**

- Investigate to find the extent of the problem
- Consult with all relevant parties
- Précis all educational psychologists' reports and circulate to all relevant staff
- Devise a strategy to address the problem
- Ensure that IEPs are written, where relevant, for SEN pupils
- Monitor at regular intervals to assess progress
- Maintain a register of those girls with SEN on the Staff area of the Intranet
- Ensure that the Talented Register is updated and available to all staff on the Intranet
- Ensure that all staff who work with a girl with an IEP are told about it
- Involve both parents/guardians and girl, in order to develop a partnership of support, giving them confidence in the strategy adopted by the school and an opportunity to participate in the decision-making process

- Report to parents/guardians on the implementation of the school's policy for pupils with SEN and notify them both when SEN provision is being made for their child and also when additional support is no longer required
- Contribute to the professional development of all staff

### **The Class/Subject Teachers will -**

- Refer any girl who may have special educational needs to the SENCO, using a proforma.
- Know which pupils have SEN and differentiate the curriculum and resources as necessary
- Write, implement and update IEPs
- Assess and monitor progress of pupils
- Provide the SENCO with appraisal information for review

### **Transition**

- IEPs and Record sheets are sent on to schools of children who move before the age of eleven
- Regular liaison is made between the SENCO of the Junior Department and the SENCO of the Senior School to ensure that there is both a smooth transfer of any pupil and that this is maintained
- Records and IEPs for Year 6 SEN girls are transferred at the SEN meeting towards the end of the Summer term
- The needs of the Year 6 Gifted and Talented girls are discussed, when the G&T Register is transferred to the G&T Co-ordinator in the Senior School towards the end of the Summer term

### **Public Examinations**

SEN pupils may qualify for extra time or need to have special arrangements made for them. It may be necessary for parents to get an up to date assessment from an educational psychologist or a letter from a doctor before these arrangements can be implemented. The SENCO will liaise both with the School's Examinations Office and also the parents in these cases.

### **Implications**

- Pupils with SEN are the concern of all staff
- All staff must be programme
- All staff should both differentiate their teaching and also use a variety of teaching styles to address the needs of all pupils within each class
- Staff must ensure that, where appropriate, resources are adapted to suit the needs of all pupils with SEN