

SHEFFIELD HIGH SCHOOL – MELBOURNE HOUSE SPECIFIC LEARNING DIFFICULTIES POLICY

Introduction

Within the terms of the school's policy all entrants, including those with Specific Educational Difficulties (SPLD) or Disabilities, should be considered equally for a place.

Specific Learning Difficulties 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 Specific Learning Difficulties to be included in the School community
- To ensure that girls with SPLD 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 Specific Learning Difficulties 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 and implemented.

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 and implemented. 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 SPLD pupils
- Monitor at regular intervals to assess progress
- Maintain a register of those girls with SPLD 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 SPLD and notify them both when SPLD provision is being made for their child and also when additional support is no longer required
- Liaise with the SPLD support staff to help them provide 1:1 and/or small group support for identified girls
- Keep records of meetings with parents
- 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 SPLD 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

The SPLD support staff will:

- Provide 1:1 and small group support outside the classroom for SPLD girls
- Liaise with the class teacher and the SENCo to prepare and provide appropriate support for SPLD girls
- Help write/implement/update IEPs
- Provide class teachers and the SENCo with feedback of progress made

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 SPLD girls are transferred at the SPLD meeting towards the end of the Summer term

Public Examinations

SPLD 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 SPLD are the concern of all staff
- All staff should differentiate both 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 SPLD

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