

MIGSG

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Reviewed July 2022

FUNDAMENTAL PRINCIPLES

At MIGSG we believe the following to be fundamental principles:

- 1. All our teachers should be committed to the appropriate provision of the full curriculum to each student by understanding and following the principles of differentiated teaching.*
- 2. Opportunities for home-school liaison should be encouraged, developed and maintained.*
- 3. All students should have the opportunity to participate fully in every area of the school community without regard to race, educational ability or physical disability.*
- 4. Care should always be taken to consider the student within the context of her home, language, culture and community.*

Evaluating the effectiveness of interventions in terms of students' outcome.

The aims of the school are to manage SEND through systematic provision mapping, whilst evaluating the effectiveness of interventions in terms of student outcomes. As a school we will consider additional needs more broadly than only for those students with SEND.

There will be close links between the SENDCo and pastoral staff providing essential support for girls with additional needs, in order to create a stable learning environment. The school's curriculum is suited to the needs of the more able student and therefore the SEND profile is one of high ability, but there can be problems with achieving potential. This is further complicated by those whose first language is not English and emotional and social problems experienced by some girls with high ability.

It is therefore a central part of the SEND policy to involve the whole school in the identification and education of those with special educational needs and disabilities. In this way a realistic attempt can be made to address the individual needs of a diverse school population.

In brief

- All teachers are teachers of SEND and should have high expectations
- SEND should be a core part of performance management of all teachers
- Professional development needs to be in place for all teachers

SCHOOL DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The DfES states that the term 'Special Educational Needs' (SEN) has a legal definition. Children with SEN all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age. These difficulties or disabilities cover a wide range of needs. These include:

Communication and Interaction (note – not EAL)

- (a) Speech and Language Difficulties
- (b) Autism Spectrum Disorders
- (c) Asperger's Syndrome

Cognition and Learning

- (a) Dyslexia, Speech and Language Difficulties
- (b) Dyscalculia
- (c) Dyspraxia
- (d) Mild Learning Difficulties
- (e) Moderate Learning Difficulties
- (f) Severe Learning Difficulties
- (g) Profound & Multiple Learning Difficulties
- (h) Unspecified

Social, Mental and Emotional Health (note – not Behaviour)

- (a) Social, Emotional, Behavioural Disorder
- (b) Attention Deficit (Hyperactivity) Disorder

Sensory and/or Physical

- (a) Mild to profound hearing loss
- (b) Blind or Partially Sighted
- (c) Multi-sensory impairment
- (d) Cerebral Palsy

(e) Spina bifida and/or hydrocephalus

(f) Muscular dystrophy

(g) Significant accidental injury

(h) Other

A GRADUATED APPROACH

Key: Code of practice stages of identification of SEND

Provision Map	Description
Wave 1	Minimal Intervention: Classroom Strategies to Support learners
Wave 2	Some Intervention: in addition to ordinary curriculum
Wave 3	Specialist Provision: includes learners with Statements Pending or Statemented learners

Wave 1

- *Students who have been identified as possible SEND will be closely monitored by **all** staff. Future SEND provision may be necessary.*
- *Students who have recently been removed from Wave 2 Intervention. These students still need to be monitored closely.*

Wave 2

- *Identification of student requiring additional or different intervention to the usual differentiated curriculum.*
- *Evidence needed to support identification.*
- *SENDCo carries out further assessment and helps in planning future support. Monitors and reviews action taken.*
- *Specific provision made and reviewed termly.*

Wave 3

- *Despite Wave 2 intervention, student fails to make expected progress.*
- *More specialist assessment involving professionals from LA external agencies to inform planning and measurement of student's progress.*
- *Specific provision revised in line with recommendations of consulted professionals.*

- *To include students whose review suggests Statutory Assessment is required.*
- *Information collated by SENDCo from student/parents/staff/other professionals on past and present action and support.*
- *To include students who have completed the Statutory Assessment process and have an EHCP..*
- *SENDCo draws up an individual Provision Map.*

ROLE OF SENDCo

- Determines with Head and Board of Trustees the strategic development of SEND policy and provision
- Day-to-day responsibility for the operation of the SEND policy and co-ordination of provision
- Provides professional guidance to colleagues
- Working closely with parents/specialists
- Advises on deployment of the delegated budget
- Liaises with other establishments
- Works with SLT to meet standards
- Record keeping

The SENDCo will identify and assess student needs and assess and review progress at regular intervals, evaluating the effectiveness of provision. They will provide auxiliary aids for learners if necessary and support moments of transition.

The SENDCo will use 'appropriate evidenced based interventions' to support learners identified as not making progress and have clear 'stretched' expectations as outcomes. They will collaborate in the planning and review of support with class/subject teachers, parents and learners.

The SENDCo will support staff in order to adapt the teaching and curriculum or make adjustments to the learning environment if necessary. They will provide staff development to facilitate support for learners with SEND.

The SENDCo will keep accurate up-to-date records especially as evidence if Statutory Assessment required and use Provision maps for all 'additional to or different from' in school.

AIMS OF PROVISION MANAGEMENT

- To manage SEND through systematic provision mapping
- To evaluate the effectiveness of interventions in terms of student outcomes
- Opportunity to extend concept to consider additional needs more broadly than only for those students with SEND.
- Provision Maps are an 'at-a-glance' way of showing the range of interventions that a school makes for students with additional needs.
- Provision Mapping is a system to match provision to student needs and evaluate effectiveness.

Related policies

- Curriculum / E.C.A / Assessment
- All safeguarding policies
- Equality

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