

# **BRIGHTON GIRLS POLICY (PREP)**

## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)**

Commented [1]: @h.hausdoerfer@brightongirls.gdst.net  
How are you and Valeria getting on with this? Do you have a whole school one?

### **Document Control**

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**Brighton & Hove Prep**

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## 1. PURPOSE & APPLICABILITY

This policy sets out the aims, principles, strategies and provision for children with special educational needs at Brighton Girls. This document is only applicable to Brighton Girls.

## 2. LIST OF ABBREVIATIONS & MEANINGS

CAMHS	Child and Adolescent Mental Health Services
DfE	Department for Education
EHCP	Education, Health and Care Plan
G&T	Gifted & Talented
GDST	Girls' Day School Trust
GP	General Practitioner
IEP	Individualized Education Program
ILP	Individual Learning Plan
LEA	Local Education Authorities
LSA	Learning Support Assistant
NHS	National Health Service
OT	Occupational Therapy
SoLT	Speech and Language Therapy
SEND	Special Educational Needs & Disabilities
SENCo	Special Educational Needs & Disabilities Coordinator

<b>May / Should</b>	Advisory
<b>Shall / Must</b>	Mandatory

## 3. GENERAL REQUIREMENTS

### 3.1 Aims

It is the aim of the school that each child should realise her full potential in a caring, supportive environment, which provides equality of access to the curriculum.

### 3.2 Principles

We recognise that all children have individual needs. Many of these can be met within the normal environment of the classroom through differentiated schemes of work. However, a few children require additional support. Children requiring this support include those with specific difficulty in accessing the curriculum or managing behaviour. We recognise that it is the responsibility of all teaching staff to ensure children are accessing the curriculum to the best of their ability. This policy addresses the needs upon which the Department of Education / East Sussex LEA code focuses. Brighton and Hove Prep's policy is broadly in line with the DfE code of Practice. Differences are evident between this policy and the Code of Practice because of the selective nature of the school.

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We believe that support is the responsibility of all staff who work with a pupil.

**3.3 Procedures**

Identifying need for SEND support:

Children who are identified as having SEND / G&T are registered in the SEND file on Teachers on S drive. In line with the Code of Practice this register identifies pupils with the following issues:

- Specific Learning Difficulties e.g. Dyslexia, Dyspraxia
- Autistic Spectrum Disorder
- Emotional and Behavioural Difficulties
- Physical Disabilities
- Sensory Needs
- Speech and Language Difficulties
- Medical Concerns
- High Functioning.

The SEND Register is regularly monitored and updated according to the progress of the girls.

All girls have a medical in the year of entry carried out by the School Nurse and a further one can be obtained on request.

**3.4 Identification, Assessment and Review of the girls with SEND**

Teachers should consult the SENDCo, and where appropriate, previous Form Tutor if they have a concern.

All SEND files can be found in, staff access only, folder on the server.

**3.4.1 Staff responsible for SEN:**

- Nursery / Reception - Alison Cardownie Clare
- Years 1-6 – Lauren Mackey

A child may not be making the expected rate of progress. Informal teacher assessment, observation, or summative testing can reveal pupil difficulties.

- Summative assessments
- Foundation Profile - Reception
- GL and in house assessment -Years 1-6

Additionally staff meetings / briefings may raise issues about particular individuals. Parents may also alert us to any concerns they may have about their child.

There is early, open communication with parents about any areas of concern. A Record of Concern collates information about the child from health records, parents' views, teacher observations, test results etc. A copy of the Record of Concern must be given to SENDCo who will decide on the next course of action. The Record of Concern sets out the problems, agreed actions and strategies for monitoring progress or supporting need.

Staff recognise and are aware of the needs of the individual girls according to their ability and aptitude. Staff can consult with the SENDCo to discuss effective strategies to use with SEND pupils. Each teacher is required to liaise with the SENDCo to ensure the SEND pupils have the opportunity

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to realise their full potential and to inform all staff who come into contact with their class including club staff / peripatetic teachers.

**3.5 Admissions & Assessment**

Please see the 'whole school' Admissions Policy, available on the school website & Firefly.

**3.5.1 Disability**

In accordance with the GDST equal opportunities policy, the School will make reasonable adjustments to the admissions process for a particular pupil and, where applicable, to the School's provision for specific learning needs in so far as these can be met given the nature and character of the School. Parents should contact Admissions in the Prep school to discuss any special arrangements that would be required in respect of the assessment process.

**3.6 BHP SEND Descriptions**

All children who are on the BHP SEND register have a folder for ILPs in the SEND and G&T folder on the staff only server. The SEND register can be found on the server as well as records of support and intervention.

The BHP SEND levels are as follows:

**3.7 Monitoring (School Action Minus)**

- The needs of the pupil at this stage will be met by differentiation of classroom activities and possibly in addition to extra learning opportunities before school or at lunchtime (for example, Physi Club, Study Support)
- The pupil's progress will be carefully monitored and reviewed with the parents

Each child has a monitoring record in a secure area of the server and staff should ensure that monitoring sheets are completed at review times twice a year but can also add other notes where necessary.

**3.8 Monitoring plus (School Action)**

If a child is not making sufficient progress through class differentiation only; it may be decided that extra intervention is needed. Staff should flag this to the SENDCo who will look at the evidence and discuss this with the LSA. This may result in the child having intervention in or out of the classroom and or a screening test (Rapid or LASS). Parents must be informed of this and all interventions should be recorded on the intervention timetable and the SEND register log. This intervention is in addition to not instead of class differentiation. This may be a short-term intensive intervention and will be reviewed by LSA in regular meetings with the SENDCo.

At this point a more formal assessment or ILP may be needed.

**3.9 ILP (School Action Plus)**

A meeting is held between the SENDCo and the relevant teaching staff to determine the needs of the child. The SENDCo or Form Tutor will discuss the suggestions with the parents and a decision is taken as to whether outside support is required. This may be testing from an external agency e.g. GP appointment for referral to speech and language therapist etc. or to an educational psychologist, school doctor, counsellors for bereavement, divorce, stress etc.

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The SENDCo will liaise closely with the Form Tutor to write Individual Learning Plans, twice yearly, taking note of the teaching and learning strategies recommended in the assessment report. It is the responsibility of the SENDCo, LSA, Form and subject teachers to review and collate the ILP and, where appropriate discuss targets with others involved. The ILP will mostly focus on 3 short term access targets and 2 or 3 specific SMART (Specific, Measurable, Achievable, Realistic, Time Relevant) targets. It also allows opportunity for a 'Childs' target which is discussed and between the key pupil and their teachers.

An Overview, as well as practical support to enable them to access the curriculum (coloured paper, chunking of information, use of visual timetable), is at the top of each ILP. Details of additional support are also included.

Targets will be reviewed twice yearly and new targets set as appropriate. Progress will be carefully monitored to see if continued support at this level is required.

Reports from external agencies and ILPs are held in the pupil's file in the SEND room office. ILPs relevant to each teacher are also on 'Linked documents' on SIMs.

Children who are 'School action plus' must have an ILP. Children in this category will most likely be receiving support from an outside agency i.e. OT, SaLT, Seaside View, NHS, CAMHS. This does not include a private tutor. The SENDCo and, where appropriate relevant staff, will liaise with outside agencies and make sure that information is shared appropriately.

### 3.10 Pupils who have an EHCP

On the rare occasion that a child with an EHCP attends BHP the school follows all LA guidelines according to the Code of Practice.

### 3.11 Parents

Open consultation takes place with parents throughout School Action and School Action Plus (ILP and/ or outside agency involvement, such as Sensory Needs Service). Additionally parents meet with the SENDCo / Form Tutor to discuss the outcome and recommendations of external agency reports. Parents liaise closely with the teacher. Individual tuition and any diagnostic testing from an external agency is at the parent's expense. Parents are made aware of the procedures for identifying girls about whom teachers are concerned. Parents have the opportunity for discussion and exchange of information at parents' evening twice a year in addition to informal meetings with the teacher and SENDCo at any time during the year. Parents receive a written report towards the end of the academic year to which they can respond verbally or in writing or both. In addition to this a review of IEP targets will be included in the summer term report.

### 3.12 English as an additional language

Please refer to the 'whole school' policy for EAL, available via the website and Firefly.

### 3.13 Pastoral Needs of SENDCo Pupils

The school is committed to the early identification of pupils with a learning difference, we feel it can not only have a huge impact on their progress in learning but also their wellbeing.

Within the Prep School weekly meetings are held with staff to discuss Pastoral and SEND concerns.

Head of Pastoral and the SENDCo work closely together to support the girls with their needs.

Support and guidance is offered to those girls through a variety of ways. Interventions have been set up in the Prep school to target those SEND girls who also need extra pastoral support. These

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interventions offer girls the chance to work on the learning as well as social skills, self-belief and independence. These interventions can change depending on the area of need.

All staff are made aware of the individual needs through a monitoring sheet, Individual Learning Plan or regular meeting with specific staff.

The Prep school encourages an ongoing dialogue between parents, class teachers, the girls and the SENDCo to continuously review the support in place and the progress being made.

#### 4. APPENDIX

NIL

## 5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
BHP SEND Policy	01	Jan 2010	Full review & Update	Charlie Parker	Expired
BHP SEND Policy	02	Sept 2011	Full review & Update to SENDCo's	V. King	Expired
BHP SEND Policy	03	March 2013	Full review & Update	Charlie Parker	Expired
BHP SEND Policy	04	March 2014	Full review & Update	Charlie Parker	Expired
BHP SEND Policy	Review only	March 2014	Full review	Charlie Parker	Expired
BHP SEND Policy	Review only	April 2015	Full review	Jenny Blacker	Expired
BHP SEND Policy	05	Sept 2015	Full review & Update	Jenny Blacker	Expired
BHP SEND Policy	06	Jan 2016	Full review & Update	Jenny Blacker	Expired
BHP SEND Policy	07	Jan 2016	Full review & Update	Jenny Blacker	Expired
BHP SEND Policy	08	July 2018	Full review, update & new policy template	Jenny Blacker, Paul Fairhurst	Expired
Brighton Girls SEND POLICY	09	September 2019	Full review	Jenny Blacker, Lauren Mackey	Live

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