



BRIGHTON GIRLS GDST policy

SPECIAL EDUCATION NEEDS & DISABILITIES (SEND)

Document Control

Document Owner & Contact Person :
Rosie McColl Head

Valid as of:
September 2023

School:
Brighton Girls (Senior & Sixth
Form)

Version: 09

Last Review:
September 2023

TABLE OF CONTENTS

1.	Purpose & Applicability	2
2.	List of Abbreviations & Meanings	2
3.	General Requirements	2
3.1.	Introduction	2
3.2.	Monitoring of the policy	3
3.3.	Implementation and Management	3
3.4.	Identification & Assessment of Learners with difficulties and/or disabilities	4
3.5.	Other identification Sources	4
3.6.	Personnel	5
3.7.	SEND, Pastoral Care and Safeguarding	5
3.8.	Admissions	5
3.9.	Pupils with an EHC Plan/statement	6
3.10.	Disability	6
3.11.	Assessment	6
3.12.	Bursaries	6
3.13.	Response	6
3.14.	Use of laptops	7
3.15.	Training & Advice	7
3.16.	Communication	7
3.17.	Communication systems	8
3.18.	Public Examinations	8
3.19.	Children and Families Act 2014	10
3.20.	Code of Practice SEND 0 to 25	10
3.21.	Pastoral Team Meetings	10
3.22.	SEND support at Brighton Girls GDST (Senior School Summary)	10
4.	On-going support	11
4.1.	Monitoring	11
4.2.	Communication with Parents	11
4.3.	Notice to parents regarding Educational Psychologist Reports	12

5.	Appendix	12
6.	Document History	13

1. Purpose & Applicability

This policy provides guidelines for the arrangements that have been made by Brighton Girls GDST related to students with SEND, and the associated requirements.

This policy applies to Brighton Girls GDST (Senior & Sixth Form).

2. List of Abbreviations & Meanings

CEM	Centre for Evaluation & Monitoring
CPD	Continuous Professional Development
EAL	English as an additional language
EHC	Education, Health and Care (Plan)
GDST	Girls Day School Trust
HoDs	Heads of Department
JCQ	Joint Council for Qualifications
ILP	Individual Learning Plan
LEA	Local Education Agency
MidYIS	Middle Years Information System
PIPs	Performance Indicators in Primary schools
PSHE	Personal, Social & Health Education
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SIMS	School Information Management System
SpLD	Specific Learning Difference
Y	Year

May / Should	Advisory
Shall / Must	Mandatory

3. General Requirements

3.1. Introduction

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Brighton Girls GDST and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a

collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- Brighton Girls GDST Access Arrangements Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Brighton Girls GDST Admissions Policies
- GDST Exclusion Policy
- Brighton Girls GDST Safeguarding and Child Protection Policy
- Brighton Girls GDST Behaviour Policy
- Brighton Girls GDST Anti-Bullying Policy

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2015. Where required, the school will have due regard to the Code.

The policy will be reviewed annually by the SENDCO and Head, informed by consultation with other staff, parents and pupils.

The specific objectives of the policy:

- To identify learners with difficulties and/or disabilities and ensure that their needs are met;
- To ensure that learners with difficulties and/or disabilities can join in with all the activities of the school as far as possible;
- To ensure that all learners have the same opportunities;
- To ensure all learners make the best possible progress;
- To ensure there is effective communication between parents and school;
- To ensure the learners are fully involved and that their views are considered.

3.2. Monitoring of the policy

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles

and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The SENDCo will liaise with Heads of Section, School Nurse, HoDs and all teaching staff on a regular basis to review the policy. Targets and ILPs shall be reviewed at least once a year.

3.3. Implementation and Management

The SENDCO is responsible for the day to day implementation of the SEND policy, and managing provision. This will encompass:

- Overseeing identification, referral and assessment of additional needs;
- Developing and coordinating support systems;
- Managing the budget and other resources;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
- Tracking and monitoring pupil progress;
- Assisting classroom teachers to identify and make provision, through differentiation;
- Writing and Keeping ILPs and targets under review;
- Planning and implementing interventions following the advice of outside agencies;
- Liaising with parents at all stages and involving them in decisions made;
- Liaising with the students and responding to their views;
- Ensuring suitable access arrangements are made;
- Liaising with all staff and being involved in training INSETs;
- Preparing detailed Form 8 documents in line with JCQ regulations;
- Working with the Examinations Officer to ensure appropriate access arrangements are in place for external assessment;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Working closely with the Head and SLT to advise on policy development and relevant aspects of whole school planning.

3.4. Identification & Assessment of Learners with difficulties and/or disabilities

The school is committed to the early identification of learners with difficulties and/or disabilities. Together with ongoing dialogues with subject teachers,

Brighton Girls GDST makes effective use of MiDYIS, CEM data, as well as using a range of evidence that is collected through assessment and monitoring or student's work and teacher referrals.

For a girl already on the SEND register, a copy of any formal assessment is held on file by the SENDCo to provide evidence to the exam board for extra time, together with evidence of their use of extra time in assessments.

3.5. Other identification Sources

- Prep School or other Primary School Reports [Year 6]
- Transfer Assessment/Entrance Exam [Year 6]
- PIPs Results [Year 6]
- Years 6-7 Transfer Form [By September of Year 7]
- Liaison with Brighton Girls GDST Prep School SENDCo or other Primary School SENDCo to ensure continuity during transfer from Key Stage 2 to Key Stage 3
- Progress Review and Assessment Procedures [Year 7 and ongoing]
- Referral from Pastoral or Teaching staff
- Information from the School Nurse
- Parental Concern
- Meeting with parents of new Year 7 students already identified as having individual needs in the Summer term prior to starting in Year 7
- Meetings with parents of girls new to the school in Years 8 -12

3.6. Personnel

- Katy Barwis (Head of Academic Support)
- Valeria Zinola (SENDCo, School Assessor)
- Heads of Section
- School Nurse: Sharon Honeycombe

3.7. SEND, Pastoral Care and Safeguarding

Pupils with SEND are statistically more vulnerable to peer-on-peer and other forms of abuse. School staff are alert to the additional challenges children with SEND may face, and the barriers that can exist when recognising abuse and neglect in this group of children.

These barriers may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Being more prone to group isolation than other children

- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers

Safeguarding children and young people with SEND requires understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of pupils with SEND, and school policies such as the Safeguarding, Behaviour and Anti-Bullying Policies take these into account. The SENDCO liaises regularly with the DSL, Heads of Year and other staff with pastoral responsibilities.

3.8. Admissions

We are committed to equal opportunities in education. No pupil at, or applicant to, the school receives more, or less, favourable treatment on grounds of race, nationality, colour, ethnic or national origin, religion or creed.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the SENDCO at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

3.9. Pupils with an EHC Plan/statement

The school can be named by the Local Authority (LA) in an EHC Plan/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement /EHC Plan.

3.10. 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 Central Admissions to discuss any special arrangements which would be required in respect of the assessment process.

3.11. Assessment

Entrance assessments are conducted at the school. For senior pupils, in exceptional circumstances, assessment may be taken in the Prep School with an approved invigilator. For students with SEND, exam access arrangements such as Extra time can be put in place with prior consultation.

3.12. Bursaries

Girls are considered for a bursary if they have submitted the online bursary application form and meet the GDST criteria. No financial assistance is available for girls in the Prep School. Please see our Admissions Policy for further information.

3.13. Response

Depending on the nature of the need, one or more of the following may be implemented:

- Recommendations to parents that a student be tested for a specific learning difficulty. This is done in school by SENDCo;
- To write an ILP for each student, using the results of the assessment (internal or external) to aid this;
- The ILPs to be made available to all staff via SIMS;

- Departments to adapt teaching styles to suit these recommendations;
- Parental input encouraged;
- Support will be provided by a mentor [member of the teaching staff] in exceptional circumstances;
- For girls with an EHCP their progress will be reviewed in consultation with the LEA and an Annual Review will be held within a year of the previous Review. In addition, the SENDCo will liaise with the LEA's advisor to visit the school to observe, discuss progress and any issues that may arise;
- Students entering Brighton Girls GDST with an assessment that identifies a need for extra time will be awarded this. A photocopy of all timed assessments where possible will be held on the individual's file for evidence to show what the student can achieve with extra time. The extra time will usually be indicated by change of pen colour.
- Based upon this evidence, exam performance and advice from the subject teachers an informed decision will be made about whether extra time is appropriate and for which subjects the student studies. This decision will be made by the SENDCo.
- The ILP will be reviewed regularly. This may be prompted by a report card or assessment results.

3.14. Use of laptops

At Brighton Girls GDST we try to encourage our students to explore a variety of ways of learning and recording information. We would not encourage laptop use before Year 9, unless there were exceptional circumstances. For students in Year 10 any student authorised to use a laptop in lessons must use it consistently across the majority of subjects. This is in order to provide the school with evidence to suggest that the candidate should have this arrangement for public exams. This will be endorsed by the SENDCo.

3.15. Training & Advice

Staff have CPD opportunities to reinforce measures for support within departmental practice. Guidelines and recommendations will be disseminated to all staff, in order to:

- Enable departments to identify and respond to particular areas of challenge in their subjects and enable them to access CPD sessions so as to develop their response work with Trust on ensuring that students with SEN are included in Trust CPD sessions in individual curriculum areas.

- To establish and maintain links with relevant agencies at local, national and Trust level, in order to ensure up-to-date knowledge of legislation and good practice.

All new staff will have induction concerning SEND provision. This will include FAQs and clear guidance on implementing the School's SEND Policy.

3.16. Communication

- 1) Special Educational Needs and Disabilities are seen as a whole school initiative, in which each Department takes responsibility for adapting and adjusting teaching styles and provision to best support the needs of individual students.
- 2) The SENDCo will communicate and provide support for Specific Learning Difficulties.
- 3) Copies of reports or instructions concerning newly admitted students who are considered to have Specific Learning Difficulties will be passed to the SENDCo in order for appropriate provision to be made.
- 4) Members of staff will report any concerns about a student's educational progress directly to the relevant Year Manager or directly to the SENDCo.
- 5) Students will not be regularly withdrawn from a particular lesson, however in exceptional circumstances if this is decided upon this will involve a discussion between the girls, the parents, the relevant Year

3.17. Communication systems

- Weekly staff briefing
- Pastoral team meetings
- SEND Register shared on Google Drive
- ILPs on sims
- CPOMS
- Staff FIREFLY SEND Page
- Parents FIREFLY SEND Pages
- SEND Monitoring on sims as part of full reporting process
- Monitoring questionnaire

3.18. Public Examinations

Access arrangements must not give candidates an unfair advantage. They are intended to meet the candidate's particular needs without affecting the integrity of the assessment. Therefore, monitored students at Brighton Girls GDST may be screened from the end of Year 9 if judged necessary in order

for arrangements to be made, as appropriate. There is a deadline for testing of the end of October before the public exams take place. This is in order to allow sufficient time to use assessment results and evidence of normal way of working using extra time to make an application for extra time.

In order to award extra time of 25% Brighton Girls GDST must assess the needs of the candidate based on one of the following documents:

- An EHCP relating to secondary education or;
- Assessment carried out from the end of Year 9 onwards, by the SENDCo confirming a specific learning difficulty relating to secondary/further education.

Although testing can be done in school, a report from an Educational Psychologist may be used as evidence for access arrangements in internal assessments as appropriate if it is from one of the two Educational Psychologists that this school has a relationship with: Sheila Hall or McKeown Associates. Such a report may be used as part of the evidence used to make an application to the JCQ for Access Arrangements in public exams, based on the same criteria.

An independent assessor must contact the school before the assessment takes place and request evidence of the candidate's normal way of working and relevant background information.

If you are considering having your daughter assessed by an educational psychologist, please contact the SENDCo first. This is to ensure the correct procedures are followed and the reports are valid for contingencies such as applications for Access Arrangements for external examinations.

The assessor's report must confirm that the candidate has at least two below average standardised score of 84 or less which relates to speed of processing – i.e. speed of reading, speed of reading comprehension, speed of writing, or cognitive processing measures which have a substantial adverse effect on speed of working spelling is not included in this.

In exceptional circumstances extra time of up to 25% may be awarded to a candidate where the assessment confirms that the candidate has at least two low average standardised scores (85-89) relating to speed of processing (as above). There must be evidence from the school to support the candidate's need for extra time in the form of exam results, assessments and use of extra time. The amount of evidence required to paint a picture of need will vary according to the candidate's standardised scores.

Supplementary evidence may also include significant improvement in legibility or quality of language as a consequence of applying extra time of up to 25% or a significant improvement in the standardised score of a timed reading test when extra time of up to 25% is granted to the candidate.

Where there are no scores of 89 or less, in rare and very exceptional circumstances extra time of up to 25% may be awarded. This would be where a candidate has been diagnosed as having a significant learning difficulty or disability which has a clear, measurable and substantial adverse effect on performance and speed.

In all cases, in addition to the core evidence as above, the centre must paint a picture of the normal way of working for the candidate, clearly demonstrating the need for extra time of up to 25%. Extra time of up to 25% should not be awarded only for examinations and controlled assessments. (A definition of normal way of working is provided in JCQ access arrangements booklet).

Where a centre awards extra time of up to 25% as a consequence of exceptional circumstances (as above) this must be supported by an increasing weight of evidence to demonstrate difficulties.

The documentation presented for inspection purposes must show a compelling case for extra time of up to 25% (as opposed to other access arrangements) with a clear and detailed picture of current need.

JCQ regulations state that centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled to a candidate where it is their normal way of working within the centre. (This also extends to the use of electronic brailers, iPads and pc tablets.)

The SENDCo will liaise directly with the school's Examinations Officer in order to obtain fair consideration for students in public examinations.

The school nurse, the Year Manager and Educational Psychologists will also be invited to contribute any additional information they see appropriate.

3.19. Children and Families Act 2014

This requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the act would be at a substantial disadvantage in comparison to someone who is not disabled.

3.20. Code of Practice SEND 0 to 25

Provides guidance for schools including pupils with EHC plans.

3.21. Pastoral Team Meetings

Pastoral team meetings are held every two weeks, attended by Heads of Section and Deputy Head (Pastoral), with the School Nurse, SENDCo and Counsellor attended when required. There is a regular agenda slot for SEND so that the SENDCo and pastoral staff can review the pastoral needs of girls with SEND.

The SENDCo works in conjunction with School nurse and Pastoral staff to ensure proper provision is made to allow students to access the curriculum and their examinations.

3.22. SEND support at Brighton Girls GDST (Senior School Summary)

The school is committed to the early identification of learners with difficulties and/or disabilities. We continue to assess and adapt our levels of support appropriate to our student's needs.

Before joining Year 7

The first step in SEND support from the Senior School involves liaison with Brighton Girls GDST (Prep School) or other Primary School SENDCo to ensure continuity during transfer from Key Stage 2 to Key Stage 3.

The Senior School SENDCo will meet with parents of New Year 7 students already identified as having individual needs in the summer term prior to starting in Year 7.

At the start of Year 7

Based on consultation with Primary school and parents, Individual Learning Plans of students with SEND with recommendations for staff on strategies for support and differentiation, will be drawn up, and staff alerted via the SEND Register. The Individual Learning Plan will also include Student responsibilities outlining what they can do to maximise their learning e.g. attendance at clinic, use of homework diary and Firefly, to encourage Independent Learning. In addition to this Brighton Girls GDST makes effective use of MiDYIS, CEM data, as well as using a range of evidence that is collected through assessment and monitoring of student's work and teacher referrals. and a list of girls who will be monitored for extra support will be drawn up.

The SENDCo will engage in ongoing dialogues with subject teachers to make sure the student is accessing the curriculum. This will include assisting classroom teachers to identify and make provision through differentiation and

liaising with teachers and Heads of Departments post assessments and exams.

The SENDCo also works closely with Pastoral staff and School Nurse. For students with an EHCP, there is on-going consultation and liaison with Local Authority, specialist teachers and medical staff as required. Each term, students who are on the SEND register will meet the SENDCo for a Review meeting to discuss progress and strategies. SEND Review Meeting Feedback is made available to staff for reference in their support provision with lessons and Individual Learning Plans updated as necessary.

3.23. Monitoring

If a parent or teacher has concerns regarding possible SEND a referral will be made to the SENDCo, the student will then be monitored for a period of at least six weeks – including lesson observations, review of assessment data and evidence collection from staff.

Should any specific concerns regarding the student's learning needs be revealed by this process, the student may undergo screening assessments. Based on the results the staff will be advised on how to support the student and an Individual Learning Plan drawn up or up-dated. Educational Assessments may follow for students in KS4 and KS5.

Deadline for Assessments for students in Year 11 and Year 13 is the end of October before the Public Examinations.

3.24. Communication with Parents

Parents at the Senior School can contact the SENDCo with any queries regarding SEND.

3.25. Notice to parents regarding Educational Psychologist Reports

If you are considering having your daughter assessed by an educational psychologist, please contact the SENDCo first. This is to ensure the correct procedures are followed and the reports are valid for contingencies such as applications for Access Arrangements for external examinations.

4. Appendix

NIL

5. Document History

Document Title	Version	Date of Issue	Change	Updated by	Status
BHHS SEND Policy	Initial	September 2016	NIL	Heidi Boyes	Expired
BHHS SEND Policy	02	November 2017	New Template Policy	Paul Fairhurst	Expired
BHHS SEND Policy	03	December 2017	Full Revision	Valeria Zinola Paul Fairhurst	Expired
BHHS SEND Policy	04	February 2018	Minor tracked amendments 3.11 3.15.4 3.15.6	Valeria Zinola	Expired
BHHS SEND Policy	05	March 2018	Policy additions 3.6-.3 and 3.15 Removal of EAL reference.	Valeria Zinola	Expired
BRIGHTON GIRLS GDST SEND Policy	06	April 2019	Policy additions	Valeria Zinola	Expired
BRIGHTON GIRLS GDST SEND Policy	07	September 2020	Policy changes – Removal of Lass reference 3.4	Valeria Zinola	Expired
BRIGHTON GIRLS GDST SEND Policy	08	September 2022	Additions/changes : 3.6 3.14 3.18 3,24	Katy Barwis	Expired

BRIGHTON GIRLS GDST SEND Policy	09	September 2023	Changes to 3.21	Rosie McColl	Live
--	----	----------------	-----------------	-----------------	------

END OF DOCUMENT