

# **BRIGHTON GIRLS POLICY (PREP)**

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

### **Document Control**

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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 Prep.

## 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

## BRIGHTON GIRLS POLICY

### SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

IEP	Individualised Education Program
ILP	Individual Learning Plan
LEA	Local Education Authorities
LSA	Learning Support Assistant
NHS	National Health Service
OT	Occupational Therapy
SLT	Speech and Language Therapy
SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs & Disabilities Coordinator

**May / Should** Advisory

**Shall / Must** Mandatory

## 3. GENERAL REQUIREMENTS

### 3.1 Aims

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

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#### **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.

#### **3.3 Roles and Responsibilities**

The Head of Prep takes overall responsibility for the Prep school 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 staff are aware of their responsibilities in this area.

#### **3.4 Personnel:**

Helen Hausdoerfer - SENDCo (Brighton Girls Prep)

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 other staff in the learning support team
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points
- Tracking and monitoring pupil progress
- Advising and supporting non-specialist staff and contributing to INSET
- 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
- Liaising with external agencies
- Ensuring suitable access arrangements are made
- 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

#### **3.5 Identification, Assessment and Review of pupils with SEND**

Brighton Girls is committed to the early identification of learners with difficulties and/or disabilities. Together with ongoing dialogue with form tutors and teaching staff, Brighton Girls GDST makes effective use of teacher assessment, observations and summative assessments to support referral. Children who are identified as having SEND are recorded within the SEND register.

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The SEN Code of Practice outlines four broad areas of need which can help with identification: Communication and interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and/or physical needs. Within these broad areas focussed areas of need will include:

- Specific Learning Difficulties such as Dyslexia, Dyspraxia and dyscalculia
- Autistic Spectrum Disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Emotional and Behavioural Difficulties
- Physical Disabilities including hearing impairment and/or visual impairment
- Sensory Needs
- Speech and Language Difficulties
- Medical Concerns
- High Functioning

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

#### **3.5.1 Referral**

Where a pupil may not be making the expected rate of progress, informal teacher assessment, observation, or summative testing can reveal pupil difficulties.

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

Additionally staff meetings / briefings and termly pupil progress meetings 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 Monitoring Sheet collates information about the child from health records, parents' views, teacher observations, test results etc. A copy of the Monitoring sheet must be given to SENDCo who will decide on the next course of action. The Monitoring Sheet sets out the problems, agreed actions and strategies for monitoring progress. From this a graduated approach to personalising learning, targeting areas of concern will be implemented in the form of a support plan. The graduated approach cycle of assess - plan - do - review will be completed and then reviewed by the SENDCo.

Staff recognise and are aware of the needs of the individual pupils according to their ability and aptitude. Staff consult with the SENDCo to discuss effective strategies to use with SEND pupils. Each teacher is required to liaise with the SENDCo to ensure that SEND pupils have the opportunity to realise their full potential and to inform all staff who come into contact with their class including club staff / peripatetic teachers.

### 3.5.2 Level of Monitoring

The nature of the concern identified will determine which level of monitoring should be implemented.

#### Monitoring

- 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 termly but can also add other notes where necessary.

#### Monitoring plus

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 class teacher. 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.

#### Individual Learning Plan

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.

The SENDCo will liaise closely with the Form Tutor to write Individual Learning Plans, reviewed twice during the academic year, 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 access targets and a SMART (Specific, Measurable, Achievable, Realistic, Time Relevant) target. In addition, the pupil voice is key and pupils with an ILP also have a Pupil Passport which allows the child to share their thoughts on their challenges and areas of focus with their teachers.

An Overview 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.

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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 have an ILP will most likely be receiving support or professional expertise 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.

#### **3.6 Admissions & Assessment**

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

#### **3.7 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.

#### **3.8 Pupils who have an EHCP**

If a child has an EHCP, Brighton Girls follows all LA guidelines according to the Code of Practice. 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.

#### **3.9 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.

#### **3.10 English as an additional language**

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

#### **3.11 SEND, Pastoral Care and Safeguarding**

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.

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Pupils with SEND are statistically more vulnerable to child-on-child 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 within this group of children.

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. 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 pupils 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 interventions offer girls the chance to work on their 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, pupils and the SENDCo to continuously review the support in place and the progress being made.



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#### 4. APPENDIX

NIL

#### 5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
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	Expired
Brighton Girls SEND Policy	10	September 2022	Full Review	Helen Hausdoerfer	Expired
Brighton Girls SEND Policy	10	September 2023	Full Review	Helen Hausdoerfer	Live

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