

ROEDEAN

SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION:

Roedean is an independent girl's boarding school and has a whole school policy which includes both academic and pastoral objectives. The curriculum and pastoral care of the girls is designed to promote independent learning, a differentiated approach to individual progress and a wide range of activities to provide a basis for life-long personal development.

The boarding culture within the school means that there is excellent care provision for all girls. Throughout their school life, from 11 to 18 years, the girls, whether boarding or day, are attached to a house and therefore their emotional, social and behavioural development and well-being can be positively promoted and monitored. There are close links between the SENCO, Head of EAL, SEN staff and pastoral staff providing essential support for girls with special education needs. This is a great benefit to the school and creates a very stable learning environment. Communication with parents can be further facilitated through the boarding houses and the tutor system which is linked to the houses.

Girls are admitted to the school on the basis of selection on academic grounds only. The school's curriculum is suited to the needs of the more able student and therefore the SEN profile is one of high ability but there can be problems with achieving potential. Among the school population there is average representation of Specific Learning Difficulties, Attention Deficit Hyperactive Disorder and some mild communication disorders such as Aspergers Syndrome and Semantic Pragmatic Language Disorders. This is further complicated by those whose first language is not English and emotional and social problems experienced by some girls with high ability. The girls from overseas provide a cultural as well as linguistic diversity that enriches school life as well as providing a specific set of problems on occasions. It is a natural extension to the whole school approach to education that every girl is included in having access to the curriculum, teaching strategies and pastoral care.

It is therefore a central part of the SEN policy to involve the whole school in the identification and education of those with special educational needs. In this way a realistic attempt can be made to address the individual needs of a diverse school population. This policy document will set out how the school attempts to achieve this with reference to Government Policy set out in the 2002 SEN Code of Practice and the Disability Discrimination Act Code of Practice for School, SEN and Disability Act 2002 and its 2006 update. Also reference will be made to the Government's Strategy for SEN, 'Removing Barriers to Achievement', 2004. Adaptations of these are included in the Learning Support Handbook.

AIMS

To meet the needs of those students identified as having a learning difficulty.

ROEDEAN

To ensure that curriculum at Roedean accommodates the individual students learning difficulty offering a broad balanced and relevant education.

To create a whole school learning atmosphere in which the students can access the appropriate pastoral support.

To promote the individual's self esteem in order to achieve the school's goals of independent learning.

To ensure that the student with a learning difficulty has access to an enriching education in which she can participate with her peers.

To fully acknowledge the importance of the parents role in supporting their daughter's education.

To monitor the girl's progress through careful target setting and evaluation and to make this information available to all staff concerned with the girl's education.

OBJECTIVES

To implement the 'graduated approach' to students identified as having learning difficulties.

To develop a system of early identification of girl's needs through liaison with feeder schools, point of entry screening tests and the internal staff and student referral system.

To develop programmes of support for all girls throughout the school from 11 to 18 years in response to their individual needs.

To develop links with subject departments to promote differentiated learning polices.

To promote links with outside agencies to manage a full range of support services for the individual needs of the girls.

To ensure that students requiring access arrangements in exams are identified as early as possible.

ROEDEAN

To ensure that information about this support is accessible to all staff through the system of IEP's on the internal database.

To ensure that IEP's are regularly updated and that entry and exit criteria onto the special needs register are current.

To develop staff knowledge and awareness of SEN through the provision of quality information.

To provide INSET on whole school and departmental levels.

To provide access for parents to participate fully in the education of their daughters with learning difficulties.

To develop strong links with all pastoral staff and the boarding house system.

To ensure that the School Council are fully involved in developing and monitoring the school's SEN policy.

SEN TARGETS FOR 2006/2007.

1. Improved assessment service, both in house with the SENCO, educational psychologist and the use of outside agencies.
2. To develop the referral system still further to ensure that access arrangements are available to all girls who require them.
3. Increase links with Mathematics and Science departments to provide specialist support.
4. Set up and run SEN, and EAL Clinics.
5. An extension of the whole school data bank using NFER CATS test scores to form the basis of the Special Needs Register and Gifted and Talented Register.

OUTCOMES

1. The assessment service has involved the use of cognitive therapists and counsellors.
2. The referral and in house assessment has improved in that the number of girls being identified as having access arrangements has greatly increased to 29 girl for difficulties with SPLD.
3. This is still being worked on but it is hoped to established some in class support for girls with Mathematics difficulties in main school.
4. The SEN and EAL clinics are very popular and are provided on a non-fee paying basis.

ROEDEAN

5. The SEN and Specific Needs Registers (to include EAL) were updated and the G&G register was created by July 2006.

TARGETS FOR 2007/2008

1. The Admissions Policy needs to be more pro-active when gaining information about girls SEN.
2. Programme of working with all subject departments in terms of developing differentiation in policies and practice.
3. Pro-active behaviour management with individual students and liaison with pastoral staff and Senior Tutors to set up specific programmes.
4. Further development of SEN/EAL database for ease of access and use by all academic staff.
5. To develop links with other schools in the locality in terms of sharing SEN good practice.

OUTCOMES

1. The admissions policy has been amended so that information can be obtained before admission and pre-emptive action taken to ensure the student's needs are met on entry.
2. The programme of working towards differentiation in curriculum subjects is in progress. Sustained momentum needs to be maintained.
3. Behaviour management programmes have been developed for a number of pupils and as a result of working closely with Senior Tutors, has been effective.
4. The SEN/EAL database has been further developed to include more precisely delivered information for class teachers.
5. Links with other schools, notably local prep and primary schools continues to develop especially through the local organisation of PATOSS (professional association of teachers of students with specific learning difficulties).

TARGETS FOR 2008/2009

1. To develop the whole school baseline testing process with the integration of the CEM system (Mellis, Yellis and Alis) with the potential to test groups of students with the interactive on-line materials. This may include adapting the current SEN/EAL database.
2. To continue to develop effective ways of ensuring that SEN pupils have access to differentiated practice across the curriculum.

ROEDEAN

3. To promote the work of the department in order to improve staff awareness of the different needs of SEN and EAL students. They are different but there is also a crossover which can cause confusion.
4. To continue to develop behaviour management through wider liaison with outside agencies and coordination of unified approach with academic, pastoral staff and parents.
5. To continue to develop links with other schools.

OUTCOMES

1. The CEM suite of testing systems has been adopted throughout the school. The administration of MidYRS, Yellis and Alis has now been taken over by the Senior Tutors. The main advantage of using this system is to allow students to precisely target areas that need to be addressed for progress to be made.
2. The existing bespoke database has been replaced by the ISAMS system and administered by the department. The SENCO is responsible for the running of SEN Manager and new data will have to be entered on a regular basis. The SEN, EAL and G&T registers are accessed through this system electronically.
3. The new system promotes better access for teachers as information can be presented in a simpler form. To date this has had the beneficial effect of more differentiation and inclusion for SEN students in their class subjects.
4. The new SEN/EAL registers can distinguish between the two different areas with more clarity, hopefully causing less confusion for staff.
5. Work with Senior Tutors, parents and outside agencies to promote programmes for difficulties with behaviour, emotional and social issues.
6. SENCO has improved links with local school by attending meetings and links through Patoss.

TARGETS FOR 2009/2010

1. To work with Senior Tutors using the information provided by the CEM baseline testing system to improve the analysis of cognitive ability of specific students. Standardised scores will be used.
2. To continue to develop the SEN Manager on ISAMS database with IT department so that current information is always available on SEN students.
3. To continue to improve departmental links in order to consolidate differentiation for SEN students in the planning and implementation of schemes of work and classroom practice.

ROEDEAN

4. To develop the school policy of adopting 'Assessment for Learning' into SEN teaching and learning practice.
5. To continue to work with Senior Tutors with regard to programmes for management of behaviour emotional and social difficulties, especially in the Middle school sector this year.

ROEDEAN

APPENDIX TO THE SEN POLICY DOCUMENT

BACKGROUND INFORMATION TO A WHOLE SCHOOL APPROACH

THE GRADUATED APPROACH AT ROEDEAN

SCHOOL ACTION: When a pupil is referred by staff, academic or pastoral as being likely to have SEN, then in consultation with the SENCO devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum or pastoral care policy.

In the school action phase the initial part of the school referral system is implemented. This is defined as:

- Girls can be referred by academic staff, senior tutors, year tutors, pastoral staff, parents or self-referral by the girl herself.
- Staff are regularly updated through INSET on a school and departmental basis to keep their knowledge of SEN issues current.
- After the initial referral, the SENCO will interview each girl to assess the need for intervention.
- This will be followed by a full consultation with colleagues and parents (or guardians who act as an intermediary for overseas girls).
- If school action is to be implemented, an IEP will be set up for the individual and all staff responsible for working with that girl will be made aware of their responsibility to the delivery of their input into the individualised programme.
- The SENCO will then take the lead in planning future interventions if required, keeping colleagues informed and monitoring and reviewing the action taken.

SCHOOL ACTION PLUS: At this stage, the SENCO in consultation with academic staff, pastoral staff and parents, will implement the process of further assessment or the involvement of outside agencies. This will include:

- The SENCO will ensure that advice and support from outside agencies can be implemented in terms of tutor/teacher support or adjustments to pastoral care.
- Additional or different strategies to those outlined in school action are put in place and an IEP devised or changes made to existing IEPs.

ROEDEAN

- The SENCO should ensure that any further assessment of the girl is implemented and future interventions put into action with the full knowledge and co-operation of colleagues and parents.
- The whole process should be monitored and reviewed on a regular/annual basis.

The overall aim of having restructured and developed this identification procedure and provision for SEN over the last two years in line with the Code of Practice 2002 is to:

1. Enable girls, staff and parents to feel confident about accessing and using the system.
2. To provide a standardisation of provision for girls, staff and parents.
3. To develop a system of referral flexible enough to include the needs of all girls from 11 to 18 years.

SPECIFIC WHOLE SCHOOL POLICIES

School Council responsibility The School Council is responsible for the management of the school and therefore the implementation of the DDA in terms of the everyday running of the school and formation of school policy.

Implementation of the DDA, Code of practice for Schools Every girl, regardless of learning difficulty or disability, who is admitted with the school having prior knowledge of the disability should have access to all aspects of school life as long as reasonable adjustments can be made.

Inclusion The philosophy behind the idea of inclusion was to promote the idea of access to mainstream education for as many pupils as possible. Translated into the working policy of an independent girl's school with a selective admissions policy, the ideal of inclusion is more about access to quality experiences for all students and how the girls are encouraged to achieve their potential.

Admissions Policy As stated in the introduction, the school has a selective academic basis for admissions. The entrance tests reflect the schools academic approach and the SENCO plays a part in the interpretation of test results. Offers are made on the basis of the girl's ability to access the curriculum.

There are open channels of communication through the Senior Tutors for the Foundation years, Middle School, Sixth Form and the SENCO to provide continuity of approach for those girls already diagnosed as having a disability. However, it is sometimes more difficult to obtain information about overseas students during the admission procedure. In these cases,

ROEDEAN

although a pro-active approach to gaining information about special needs is important, tact is required to deal with cultural differences.

Confidentiality In accordance with the DDA, the school respects the right of parents and girls to request that their disability be kept confidential. However this may restrict access to the curriculum or activities that the school may have otherwise offered if reasonable adjustments could have been made.

The SENCO and SEN staff will also strictly observe the girl's right to confidentiality, especially as much of the contact is one to one basis. Any difficulties in this would be communicated only to a senior member of staff.

Educational continuity The school is divided into three areas and they are:

1. Foundation Years. Upper Three (Yr 7) and Lower Four (Yr 8).
2. Middle School. Upper Four (Yr 9, Lower Five (Yr 10) and Upper Five (Yr 11).
3. Sixth Form. Lower Sixth and Upper Sixth.

The school does not operate a policy of Accelerated Learning and girls are kept in their chronological year group where possible.

The SENCO works closely with all three Senior Tutors to promote continuity for the education of SEN girls.

Curriculum support The SENCO, the Head of EAL and Learning Support department liaise with subject departments to promote individual and group support. In response to referrals, programmes of support are set up on a need basis. (See learning support at Roedean.)

Whole school INSET The SENCO leads INSET programmes both on a group presentation basis and a dialogue format with individual departments. This has proved very successful for introducing the referral system and has been instrumental in creating confidence among staff and girls to be identified and have support. This needs to be further developed as does the G&T INSET.

Whole school screening (Cognitive ability testing) There is a policy for testing each girl at point of entry to school to provide data for all girls for diagnostic assessment purposes, examination subjects to be taken and value added data for individual subjects. Further to this, all Upper Four are tested in October to provide information for Tutors, Teachers, Girls and Parents in order to make suitable choices for GCSE examinations. It is hoped to extend this to all new entrants in the Sixth Form to provide a whole school data bank. In this way the range of information can be used for further development of the Special Needs Register and the implementation of a Gifted and Talented register.

Individual assessment Girls are referred for individual preliminary interview and assessment as described in the graduated approach. This is carried out after the SENCO has collected

ROEDEAN

evidence from the referral source, Tutors, Pastoral staff and Subject teachers. From this a wider view of the girl's needs can be put together so that a judgement about how to proceed can be made after the interview. A range of actions can be taken including simply monitoring a girl's progress to moving towards a full assessment.

Two assessment routes are offered at Roedean:

- An assessment by a specialist teacher which concentrates on the progress made in the acquisition of literacy skills and the diagnosis of specific learning difficulties (dyslexia and dyspraxia).
- An assessment by an educational psychologist which can tackle wider issues such as ADHD and behaviour problems as well as specific learning difficulties.

Since both types of assessment are chargeable, parents are offered a choice, having first been advised by the SENCO and Senior Tutors. The outcome of an assessment will be:

- The devising of a support programme.
- Bringing in outside agencies.
- Implementation of examination access arrangements.

Access arrangements The full range of access arrangements is available to girls who require them. They are administered by the SENCO and the examinations officer in accordance with the guidelines set out by the Joint Council for Qualifications.

Access arrangements are also available for girls who require the use of a bi-lingual dictionary (two year rule), those who are taking IELTS examinations and SATS tests for American universities.

DSA Assessment for the Disabled Student Allowance is made available for all SEN girls in the year before they go to university. They are also encouraged to communicate their disability to the university through the UCAS form.

Communication with Parents The school is very aware of the vital role of parental partnership in education. As a boarding school, communication with parents is actively encouraged through the channels of the Housemistresses and Tutors. There are parent's evenings for each year group and the SENCO and Head of EAL have the responsibility to attend all of them. They offer an opportunity for personal contact and referrals are now made by parents who are becoming more aware of the nature of SEN. As stated above, SEN staff have to be pro-active in making contact with overseas parents in some cases. Every effort is made to give time to visiting parents and use is made of the guardianship scheme and translators.

ROEDEAN

LEARNING SUPPORT AT ROEDEAN

Range of learning difficulties These have already been alluded to but a list, not exhaustive, follows. Also awareness of the complexity of some of the combinations of learning disabilities should be acknowledged.

- Specific learning difficulties – dyslexia and dyspraxia.
- Emotional and behavioural disorders.
- Communication Spectrum Disorders – Aspergers syndrome, mild Autism, semantic pragmatic language disorder.
- Visual and hearing impairment.
- Medical conditions such epilepsy, migraine and chronic fatigue.

All of these disabilities are experienced to a lesser or greater extent by a small but significant percentage of girls in school. They will affect their ability to reach their potential but this can be alleviated by learning support.

Use of outside agencies These are regularly used at Roedean and include educational psychologists, specialist counsellors, occupational therapists, speech therapists, hearing and vision specialists.

The school has an in-house counselling service and a peer listening scheme.

SENCO support, assessment, counselling, monitoring and specialist teaching As well as having overall responsibility for the implementation of a special needs policy, the SENCO also carries out the duties above in respect of contact with the girls. (See job description in the Learning Support Department Handbook).

Learning Support Staff The department includes the SENCO, Head of EAL, a part time specialist teacher who is trained in SEN and EAL and another part time EAL teacher. Support teaching is also offered for the Foundation Years by the Senior Tutor in this area and on occasions, by the Mathematics and Science departments.

It is the shared responsibility of the SENCO and the Head of EAL to manage the Learning Support staff as many of the girls have complex needs and language difficulties which require individual programmes.

Individual support Most support lessons are carried out on a one to one basis and are charged on a private basis to parents. Girls from all year groups are receiving these lessons and all of them have an IEP. There is an increasing cross over between SEN and EAL and therefore the department has grown in its awareness of the complexity of the problems of learning disability and problems with language acquisition. This matches the growing global awareness of multi-lingual dyslexia.

ROEDEAN

Curriculum support has also been growing over the past years and this requires the Learning Support Staff to familiarise themselves with the demands of various subject material. This is especially so with English and the links with this department are long established.

Support in classes These have happened on a need basis but have been carried out by members of the department forming links with subjects areas with which they have an affinity. This is an area that could be extended.

IEPs SEN regulation & monitoring In accordance with the SEN Code of Practice 2002, the IEPs have undergone further development to include more precise targets and evaluation. All entries must be initialled and dated as some IEPs are managed by more than one member of staff. All girls who receive Learning support lessons have an IEP including all EAL students receiving one to one support. They are updated twice yearly and they are made available to all staff through the academic database.

A copy of an IEP showing the Layout is included in the Learning Support Handbook.

Girls not requiring support lessons but who are being monitored for a learning disability may also have an IEP and be entered on the SEN register.

All IEPs have a section on Professional Observations which contain very relevant current information about girls for all staff. This information is confidential for staff.

Learning outcomes and success criteria. This is intrinsic to the setting up of an IEP. The girl and teacher discuss what the aim of the support lessons are and the targets are set appropriately. They are evaluated twice yearly and progress and learning outcomes are available for all staff on the database. This incorporates success or exit criteria and this is subject to discussion and agreement with all concerned staff, girls and parents. The exit from learning support is made clear by each teacher, but can be re-established if the need arises.

IEPs are kept on the academic database until the girl leaves the school and have proved a valuable archive.

In Conclusion

The department has grown very rapidly over the past five years and has had to respond to both growing numbers of girls requiring support and government policy. It can be seen that throughout this document that this development is continuing in accordance with the ethos of Roedean.