



GUILDFORD HIGH SCHOOL

5-10 SPECIAL EDUCATIONAL NEEDS POLICY

Including English as an additional language

GUIDING STATEMENT

In line with our mission to provide a first class education to academically able pupils, Guildford High School seeks to ensure any pupil (current and prospective), including learners with difficulties and/or disabilities, are not treated less favourably. The school aims to maximise the potential of every pupil and, as such, GHS provides opportunities for all our pupils, including those with special educational needs, to learn and make progress according to their age and need. The school is committed to providing a curriculum and teaching which effectively provides for subject matter appropriate for the ages and aptitudes of the pupils, including those with special educational needs.

In line with our Equal Opportunities policy, the school's practices are informed by the Children & Families Act (September 14) and the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014).

POLICY ON SEND

At Guildford High School we aim to ensure that all pupils who are accepted into the school receive a broad, balanced and differentiated curriculum, regardless of any personal, educational, social, physical or other difficulties.

Our policy is that all pupils, including those with learning difficulties or disability or with special educational needs (pupils with a statement), have access to all aspects of the curriculum and the extra-curricular programme. Children may have learning difficulties or disability or special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for our pupils takes account of the type and extent of the difficulty experienced by the child.

Guildford High School understands its duties regarding the UK Equality Act (2010) and has a 3 Year SENDA Plan which addresses the following matters:

- Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum
- Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled

- Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and all the other opportunities and services available at the school.

The SENDA Plan covers both the Senior and Junior Schools. The SENDA Plan demonstrates Guildford High School's commitment to ensuring that students with physical disabilities can enter and leave the school premises in safety and comfort. The school is committed to ensuring that disabled pupils (current and prospective) are not treated less favourably and to taking reasonable steps to avoid putting disabled pupils at a disadvantage.

THE AIMS OF THIS POLICY ARE:

- To create an environment that meets the needs of each pupil
- To ensure that the needs of pupils are identified, assessed and provided for
- To make clear the expectations of all involved in this process
- To identify the roles and responsibilities of staff in providing for all pupils
- To enable all pupils to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our pupils and their parents have a voice in this process
- To ensure the safety of students with physical disabilities (e.g. in the event of a fire)
- To ensure that teaching rooms, furniture and fittings are appropriately designed and of an appropriate size for the number, age and needs of all students in the school (including those with special needs) to allow for effective teaching

This policy applies to all sections of the school, including the EYFS setting. Guildford High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Guildford High School is fully committed to ensuring that the application of the Special Educational Needs Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document.

This document is available to all interested parties, including parents and parents of prospective or incoming pupils, on the school's website and on request from the School Office. Every year at the Information Evenings for each year, and at the New Pupils' Day in June, attention is drawn to the provision for pupils with special educational needs, and to the school's policy.

This document should be read in conjunction with the following documents:

- Equal Opportunities Policy
- Curriculum Policy
- Admissions Policy

- Gifted and Talented Policy
- SENDA 3 Year Plan
- Fire Safety Policy and Risk Assessments
- Premises and Accommodation Statement

This document is reviewed annually by the Senior Teacher (Pupil Progress), or as events or legislation change requires. The next scheduled date for review is May 2019. In the Junior School (and EYFS setting), the Special Needs Coordinator reviews the policy.

GENERAL EXPECTATIONS

GHS aims to adhere to the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014). It is committed to supporting the right of all young people to have equal access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and to achieve as high a degree of independence as possible within the school community. As such, staff adopt a positive attitude towards all children's needs:

- We expect all pupils to achieve the maximum possible for their ability and, to this end, teachers set suitable learning challenges and targets whilst responding to the pupils' diverse learning needs.
- We recognise that some children have barriers to learning that may mean they have learning difficulties or disability or a statement of special need and require particular action by the school.
- We believe that identifying and supporting learning difficulties or disabilities involves a partnership between all staff, parents or carers, professional support agencies and the pupils.
- The school is able to advise parents on a range of professional agencies and offers in-house assessment by an Educational Assessor, Caroline Bark, and further support by a Specialist Teacher & Assessor, Mrs Joanna Bayley.
- Recommendations made within Educational Psychologist, Educational Assessor, Specialist Teacher & Assessor, Speech and Language, Optomistrist, Occupational Health or other reports are implemented within school after consultation with the parents and, in the Senior School, the Headmistress, Senior Teacher (Pupil Progress) and other staff involved in the care of the child as appropriate and, in the Junior School, the Head of the Junior School, the Special Educational Needs Coordinator and other staff involved in the care of the child as appropriate.

GUILDFORD HIGH SCHOOL DEFINES PUPILS WITH LEARNING DIFFICULTIES AS:

- Those pupils who have a learning difficulty (that is that they have a significantly greater degree of difficulty in learning than the majority of their peers), such as dyslexia
- Those pupils who have a disability that prevents or hinders the use of educational facilities generally provided for children in that age group

- Those pupils who suffer a mental disorder of any kind, congenital deformity, and/or who are substantially and permanently handicapped by illness, injury or deformity
- Those pupils with English as an additional language, though, in practice, all students in the senior school are fluent in English on arrival.

GUILDFORD HIGH SCHOOL DEFINES PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

A pupil at GHS has special educational needs if she, in line with the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014), has a learning difficulty which calls for special educational provision to be made for them and has a statement of special educational needs (statement) or (from September 2014) an Education, Health & Care Plan (EHC).

The needs of pupils with learning difficulties or Special Educational Needs are carefully considered. Communication with parents, teacher differentiation and, as required, Learning Support Coordinator and outside agency intervention. The school nurse and the school doctor, outside agencies can be called upon to provide support.

EDUCATIONAL INCLUSION

In line with the Children and Families Act (Sep 14) and the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014), which outlines how schools should seek to meet their pupils' needs, GHS employs a range of measures to support pupils with Learning Difficulties or Special Educational Needs.

STAGE 1 – SENIOR SCHOOL

When pupils experience learning difficulties, or display emotional and behavioural difficulties, the Heads of Year/Deputy Head (Pastoral) /Form Tutors and the Senior Teacher (Pupil Progress) liaise – a record will be made on iSAMS – ‘Academic Concerns’. Action can take any of the following forms: gathering information, observation, and advice to parents to undertake formal assessment. Currently, evidence from end of year examination performance, national tests (eg: MidYIS, Yellis, ALIS, Dyslexia Screener) are used in order to identify a discrepancy between underlying ability and current progress.

A member of staff may flag a particular concern via iSAMS – ‘Academic Concerns’.

STAGE 2 – SENIOR SCHOOL

The key test for action is evidence that current rates of progress are inadequate in relation to the pupil's underlying ability and parents are asked to undertake a formal assessment, either by an external professional or by our Educational Assessor or Specialist Teacher & Assessor. A pupil with a formal diagnosis is placed on the SEN & EAL Register in iSAMS. A profile and summary of any report including a description of the nature of the specific need and recommendations/actions which

may be taken to offer provision for learning are set up on iSAMS. If a pupil is diagnosed with a learning need at a point during the academic year then the subject teachers are notified by the Senior Teacher (Pupil Progress) via an iSAMS email. All subject teachers are responsible for meeting the needs of pupils with learning difficulties and for providing differentiation in the classroom as appropriate.

EARLY YEARS FOUNDATION STAGE, KEY STAGE ONE AND KEY STAGE TWO PROVISION – JUNIOR SCHOOL

The graduated approach as described in the SEN Code of Practice is firmly based within our school. Once the school has identified a pupil with LDD we intervene, working closely with parents. If the intervention does not enable the pupil to make adequate progress, access all activities and opportunities and, importantly, be happy and relaxed at school the Special Educational Needs Co-ordinator may need to seek advice and support from outside agencies.

After consultation with parents, pupils are asked to undertake a formal assessment, normally by our Specialist Teacher and Assessor or alternatively with an external assessor. A pupil with a formal diagnosis is placed on the SEN & EAL Register in iSAMS. A profile, including a description of the nature of the specific need and recommendations/actions which may be taken to offer provision for learning, are set up on iSAMS. Recommendations from formal assessments are also incorporated into Individual Education Plans.

Extra time provision (usually 25%) in assessments is given to those pupils who have been awarded it up until the end of Year 5. In Year 6 we follow the criteria relating to allocation of extra time in Key Stage 2 SATs. After discussion with parents the Special Needs Co-ordinator arranges for the Specialist Teacher & Assessor to formally assess a pupil's reading speed and ability. Depending on the result a formal application for extra time may be made.

As pupils move from Year 6 in the Junior School to Year 7 in the Senior School, the Junior School Special Needs Coordinator gives all information on pupils with learning difficulties or disabilities to the Senior Teacher (Pupil Progress).

PUPILS WITH A STATEMENT OF SPECIAL EDUCATIONAL NEEDS/EDUCATION, HEALTH & CARE PLAN (EHCP) – JUNIOR SCHOOL

In line with our curriculum policy any pupil with a statement of special need is reviewed annually. Pupils with a Statement of Special Educational Needs receive the support required by their Statement. The school works closely with parents and the LEA to ensure that the needs of the pupil are met. It is very important that the parents' and pupil's views are heard when discussing provision. The school will supply such information to the relevant local authorities as may reasonably be required for the purpose of the annual review of the statement.

In all these situations teachers respond to the pupils' needs by offering interventions that can be different from, or additional to, those provided as part of the school's usual working practices. They will keep the parents informed and draw upon them for additional information. The key test for action is that the child's current rate of progress is inadequate and a judgement has to be made in each case as to what it is reasonable to expect that particular child to achieve. The first step is to take additional or different action to enable the child to learn more effectively.

When there are pupils with an EHC Plan and funding that is partially or wholly provided by the Local Authority (LA), an account is sent to the LA and an annual review is provided.

PUPILS WITH AN EDUCATION, HEALTH & CARE PLAN (EHCP)

Pupils with an Education, Health and Care Plan receive support as detailed. The school works closely with parents and the LEA to ensure that the needs of the pupil are met. It is very important that the parents' and pupil's views are heard when discussing provision. Parents, the Special Educational Needs Co-ordinator, relevant teaching staff, health professionals and carers meet at least once a term to review support for the individual child.

When there are pupils with an EHC Plan and funding that is partially or wholly provided by the Local Authority (LA), an account is sent to the LA and the school will supply such information, in conjunction with parents, to the relevant local authorities as may reasonably be required for the purpose of the annual review of the plan.

For any pupil in receipt of government funding, provision will be made.

EXAM ACCESS ARRANGEMENTS – SENIOR SCHOOL

Full details of the most recent Access Arrangement and Reasonable Adjustments for candidates with disabilities and learning difficulties can be found at <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-booklet>.

The main points to consider are detailed below (this is not an exhaustive list):

- Access arrangements are agreed before an exam or assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. In order to qualify for access arrangements (e.g. extra time, word processing, breaks, readers, scribes etc.) there must be a clear justification.
- Candidates may not require the same access arrangements in each specification. Applications should consider the need for access arrangements on a subject by-subject basis.
- The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:
 - In the classroom (where appropriate);
 - Working in small groups for reading and/or writing;
 - Literacy support lessons;
 - Literacy intervention strategies;
 - In internal school tests/examinations;
 - Mock examinations.

- This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the Senior Teacher (Pupil Progress). The key principle is that the Senior Teacher (Pupil Progress) can show a history of need, support and provision and normal way of working. The arrangement is not suddenly being granted to the candidate at the time of their examinations. Approved access arrangements, or provisional access arrangements are put in place for internal school tests, mock examinations and examinations. This is particularly so where laptops will be used in examinations.
- If a candidate has never made use of the arrangement granted to them, e.g. 25% extra time or supervised rest breaks, then it is not their normal way of working. For example: A pupil should NOT have extra time in their GCSE exams if they have not had extra time in their mock exams.
- The Senior Teacher (Pupil Progress) must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties and there is a genuine need for the arrangement. The Senior Teacher (Pupil Progress) must decide whether there will be a substantial disadvantage when taking public exams without the concession of extra time. Some of this evidence is held within Form 8 Sections A, B and C.
- In order to award 25% extra time the Senior Teacher (Pupil Progress) must determine the needs of the candidate based on one of the following documents:
 - A current EHCP (Education Health Care Plan) relating to secondary education, or an Education, Health and Care Plan, which confirms the candidate’s disability or
 - An Educational Psychologist Assessment or Specialist Teacher Assessment carried out no earlier than the start of Year 9 by an assessor confirming a learning difficulty relating to secondary/further education.
- In the case of a substantial impairment where a pupil has not been assessed by an Educational Psychologist, Educational Assessor or Specialist Teacher, the Senior Teacher’s detailed information MUST be supported by:
 - A letter from CAMHS, a HCPC registered psychologist, a hospital consultant (NOT a note from a doctor or GP), a psychiatrist; or
 - A letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service (for example an Occupational Therapist specialising in Children and Young People Services, learning disability, mental health); or
 - A letter from a Speech and Language Therapist (SaLT); or
 - A current Statement of Special Educational Needs, or an Education, Health and Care Plan, which confirms the candidate’s disability.
- The Senior Teacher (Pupil Progress) should be able to build up a substantial and comprehensive body of evidence based on the needs of the pupil across the courses they study.
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using access arrangements online.

- We would strongly advise parents to contact the Senior Teacher (Pupil Progress) if they are considering getting their child assessed. That way, a body of evidence can be built up which can be used to inform the Assessment. The assessor MUST have an established link with the school and receive the Form 8 Section A from the Senior Teacher (Pupil Progress) BEFORE the assessment (if the assessment is to be used for Access Arrangements - eg extra time). Without this, an assessment CANNOT be used for an award of extra time.
- The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.
- The assessor must:
 - Have relevant and up-to-date qualifications consistent with those highlighted in the JCQ Access Arrangements document;
 - Record the results (as standardised scores which use a mean of 100) of any tests completed indicating that the impairment has a substantial and long term adverse effect on the candidate's performance;
 - Work only within their area of expertise and in an ethical fashion;
 - Use current editions of nationally standardised tests appropriate to the candidate;
 - Report the results of their assessment within Section C of Form 8; and
 - Provide the centre with evidence of their qualification(s) before assessing any candidate
- Guildford High School will NOT be able to accept a Form 8 from a previous school (for example in the case of a pupil joining the Sixth Form). That pupil will need to be reassessed by an Assessor who has an existing relationship with the school.
- Extra time may not be appropriate in practical examinations.
- The Senior Teacher (Pupil Progress) works closely with the Examinations Officer to ensure the access arrangements are appropriate for all pupils and that EP/STA reports are supplied to the examination boards when required.

LAPTOP POLICY FOR INTERNAL AND EXTERNAL EXAMS - SENIOR SCHOOL

The school will provide a word processor (laptop) with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate for use in their exams where it is their normal way of working – see further details below.

Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require simpler answers are often easier to handwrite within the answer booklet. The candidate then avoids the difficulty of visually tracking between the question paper and computer screen.

A word processor cannot simply be granted to a candidate because they want to type rather than write in examinations or can work faster on a keyboard, or solely because they use a laptop at home. The use of a word processor must reflect the pupil's normal way of working within the school. The

school provides word processors to pupils who require them in mock examinations and then, providing a normal way of working has been established, in external examinations.

PARTICULAR TYPES OF PUPIL WOULD BENEFIT FROM THE USE OF A WORD PROCESSOR

- For example, a candidate with:
 - a learning difficulty (established by an Educational Psychologist, Educational Assessor or Specialist Teacher Assessment) which has a substantial and long term adverse effect on their ability to write legibly;
 - a medical condition, eg: long term injury;
 - a physical disability;
 - a sensory impairment;
 - planning and organisational problems when writing by hand;
 - poor handwriting – which has been an ongoing issue, addressed by a normal way of working on a laptop.

This list is not exhaustive.

Laptop use in the Senior School examinations can only be accommodated under the following circumstances.

- Permission from the Head of Centre in consultation with the Senior Teacher (Pupil Progress)
- Pupils may use a laptop in a school examination where it has been established as their normal way of working (eg: through classwork, homework and mock examinations) – Note: All pupils in school use iPads; some pupils have invested in Bluetooth keyboards for use during lessons; some pupils use the on-screen keyboard. All pupils who use a laptop in their exams are advised to continue to do longer pieces of homework on their laptop in order to help continue to establish a normal way of working.
- Spelling and grammar check facilities will be disabled
- Examination papers must be printed out immediately after the examination on a School printer
- Laptop users must sit with their screens visible to the invigilator at all times.

STAFF RESPONSIBILITIES – SENIOR SCHOOL

Each member of staff has access to iSAMS which has a list of those pupils who require learning support and advice on how to teach them effectively. This is highly confidential. Staff will be alerted to any additions to the information held on iSAMS and should update their registers/work procedures accordingly.

Staff are expected to implement suggestions made about pupils as a result of the summarised EP/STA reports into their teaching to ensure that all members of their teaching groups can access the curriculum and achieve the maximum possible for their ability.

- All staff must follow the Gifted and Talented Provision 5-10b
- All staff must follow the Curriculum Policy 5-1

In the Senior School, Heads of Department must ensure that their departmental policies address the key elements of the Special Educational Needs Policy and the relevant provisions. They must also ensure that their allotted departmental SENCO collates end of year feedback for Senior Teacher (Pupil Progress) so that a full picture of each pupil on the Learning Support register can gain evidence of their normal way of working. They will also advise on any new pupils whose exam performance did not match their underlying understanding. Additionally, feedback about whether or not an exam was completed on time is also passed on to Senior Teacher (Pupil Progress).

The curriculum provision for pupils with specific learning difficulties is further achieved through:

- Making reasonable adjustments to a pupil's timetable with due regard for the location of classrooms
- Making arrangements for pupil documentation to be printed in large print on request
- Where appropriate, make arrangements for extra classroom support
- Extra time provision (usually 25%) in class tests for those pupils who have been awarded it. A change of pen colour is advised so that the extra time usage can be tracked. Photocopies/scans of these tests should be forwarded to Senior Teacher (Pupil Progress) in order to build up a picture of a pupil's normal way of working.
- The individual needs of pupils, as detailed by parents and by the pupil's previous setting, are met on entry to the school through teacher, assistant and outside agencies working together with the pupil, the pupil's parents and, when required, external agencies.
- The needs of all pupils are carefully monitored and supported by Form tutors, subject teachers and Heads of Year as they progress through the school. These needs are discussed with the Headteacher at weekly meetings with HOYs and/or circulated confidentially to staff by the HOYs or the Senior Teacher (Pupil Progress).

MEMBERS OF STAFF WITH A PARTICULAR RESPONSIBILITY – SENIOR SCHOOL

SENIOR TEACHER (PUPIL PROGRESS) – MR BRAD RUSSELL

The Senior Teacher (Pupil Progress) oversees the provision for special education needs within Guildford High School and works closely with the Specialist Teacher & Assessor and Educational Assessor.

The Senior Teacher (Pupil Progress) maintains a file for each pupil who requires support, which contains their EP, STA etc. reports, timetables and any relevant history in order to build up a picture of the history and provision offered.

The role of the Senior Teacher (Pupil Progress) is to:

- Provide staff with information about any pupil who may require learning support – through iSAMS.
- Encourage communication between the pupil, her teachers, parents and Educational Psychologist, Educational Assessor or Specialist Teacher & Assessor.
- Suggest pupils who may benefit from assessment based on data analysed by Senior Teacher (Pupil Progress) and staff recommendation. This is usually done from Year 9 onwards so that extra-time/access arrangements will be awarded for GCSE and A level examinations – in accordance with JCQ guidelines.
- Receive and file concerns for any pupil in the school who may become a cause for concern in this area.
- Arrange for feedback from staff regarding any pupil who has been highlighted as an academic cause for concern in terms of her learning needs.
- Collate evidence for further assessment and provide evidence for Form 8: Section A.
- Ensure that Form Tutors, Heads of Department and Heads of Year are kept informed of any pupils who become a cause for concern and of action taken.
- Meet with the pupil as necessary, although advice on coping with learning needs is devolved to the Specialist Teacher & Assessor.
- Be responsible for developing an effective strategy for the good progress of pupils with specific learning difficulties.
- Ensure that teaching staff are implementing any recommendations set out by EP/STA reports in conjunction with departmental SENCOs.
- Review the progress of all the pupils on the Senior School Learning Support Register on an annual basis against data and teacher reports.
- Liaise with the Exams Officer for the submission of Access Arrangements requests to JCQ.

SPECIALIST TEACHER & ASSESSOR – MRS JOANNA BAYLEY

Her role is to:

- Talk to the pupils on the LS register in order to make sure they are supported and happy. Give them advice and practical sessions on how to access learning to maximise their potential, giving targets where appropriate.
- Pass on any relevant information directly to their teachers or to Senior Teacher (Pupil Progress).
- Help staff to meet the needs of these pupils, through Senior Teacher (Pupil Progress).

- Keep up to date with SEND policies and teaching strategies for SEN pupils in secondary schools.
- Suggest pupils who may benefit from assessment based on support lessons and data analysed by Senior Teacher (Pupil Progress) and staff recommendation.
- Be in school for a total of 12 periods each week to meet with pupils (and staff) as necessary. Her work is overseen by the Senior Teacher (Pupil Progress).

In addition to the above, the Specialist Teacher & Assessor will be able to assess pupils who have been identified in the above ways. This will be a private arrangement between the Specialist Teacher & Assessor and parents. She will, therefore;

- Be able to use GHS as a base to run Specialist Teacher assessments on GHS pupils who have been identified.
- Liaise with pupils/parents regarding Specialist Teacher assessment dates/time once initial contact has been made by Senior Teacher (Pupil Progress).
- Assess the identified pupils and write their Specialist Teacher report.
- Feed back to parents and the pupil.

EDUCATIONAL ASSESSOR – MRS CAROLINE BARK

The Educational Assessor is able to assess pupils who have been identified in the above ways. This will be a private arrangement between the Educational Assessor and parents. She will, therefore;

- Be able to use GHS as a base to run STA assessments on GHS pupils who have been identified.
- Liaise with pupils/parents regarding STA assessment dates/time once initial contact has been made by the HoY and the Senior Teacher (Pupil Progress).
- Assess the identified pupils and write their STA report and, where necessary, Form 8 Section C.
- Feed back to parents and the pupil.

MEMBERS OF STAFF WITH A PARTICULAR RESPONSIBILITY – JUNIOR SCHOOL

THE SPECIAL EDUCATIONAL NEEDS COORDINATOR – MRS JANE KINCH

The Special Educational Needs Coordinator, Mrs Jane Kinch, oversees the provision for pupils with SEND. In consultation with the Head of the Junior School, she is responsible for:

- Devising, implementing and evaluating systems for identifying, assessing and reviewing pupil needs, wellbeing and progress
- Identifying, with subject and form teachers, those giving cause for concern and, as appropriate, undertaking more detailed assessment on an individual basis to identify more precise areas of difficulty
- Keeping the Head of the Junior School informed of pupils giving cause for concern
- Maintaining the SEND register ensuring that the name of any pupil identified as a cause for concern or with a special educational need is entered, along with any relevant documentation
- Maintaining records of those pupils for staff information on iSAMS
- Working with pupils, class teachers and support staff to ensure that realistic expectations of achievement are set for pupils with SEND
- Managing a range of resources, human and material, to enable appropriate provision for pupils with SEND
- Evaluating resources which can help pupils with SEND and suggesting how they can be used to best effect
- Liaising with the support staff on targets and progress
- Liaising with subject staff and Deputy Head in consideration of higher ability pupils who require additional support in their learning (see Gifted and Talented policy)
- Monitoring the effectiveness of the teaching and learning of pupils with SEND and using the analysis to guide further improvements
- Keeping up-to-date on relevant research and the implications for SEND
- Collecting and interpreting specialist assessment data gathered on pupils and using it to inform practice
- Communicating test results effectively to the Head of the Junior School, appropriate staff and parents
- Liaising with external agencies

INTERVENTIONS

SPAG CLINICS – SENIOR SCHOOL

The English Department runs weekly Spelling and Grammar Clinics (SPAG clinics) and a Reading Mentor Programme for those pupils identified as requiring extra support as evidenced by the Dyslexia Screener and MidYIS discrepancies in the various strands (and end of year exams where appropriate), both of which are carried out in the Michaelmas Term. Not all pupils attending these clinics will have had other recognised learning difficulties.

STRATEGIES FOR SUPPORT – JUNIOR SCHOOL

Strategies employed can include:

- Providing support and differentiated work for pupils who need help with particular skills or areas of the curriculum. In the Junior School, these particularly include communication, language, literacy and mathematics
- In the EYFS setting and the Junior School, providing individual and/or group support through the use of the classroom assistants
- Planning to develop the pupils' understanding through the use of all available senses and experiences
- Planning for the pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning

SUPPORT GROUPS FOR GRAMMAR AND READING – JUNIOR SCHOOL

Year 6 pupils who have been identified as requiring extra support in Grammar, Reading and Maths attend small group teaching sessions led by teachers, out of curriculum time. There is also a reading buddy system whereby pupils in Years 3 to 5 who have been identified as requiring support enjoy paired reading with Year 6 pupils as required.

POLICY AND PROCEDURES FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Guildford High School keeps data on pupils who speak a language other than English at home. In practice for nearly all of these pupils English is their dominant language and if not their level of English is such that they do not require specific interventions by the school. Fluency in English is a necessary requirement of entry to the school.

However, the school recognises that some candidates who pass the entrance examination may still need some support with their English. Such pupils may be native or non-native speakers of English. The support that is available for pupils who need help with their English is as follows:

- Spaghetti classes (Spelling, Grammar and Punctuation) run by members of the English Department for KS3 pupils in need of extra support.
- Reading Mentor scheme, run by the English Department and staffed by Sixth Form students for KS3 pupils

For older pupils, the support is as follows, and is available to non-native speakers who need additional support too:

- Subject clinics
- Academic mentoring
- Ad hoc or regular 1:1 support with subject teachers

Effective teaching strategies in the classroom will also support the very occasional pupil whose standard of English is potentially a barrier to fulfilling her potential:

- Teachers writing up key terms or difficult spellings on the board
- Teachers providing lists of key terms with definitions
- Teachers to extend their explanations or use synonyms to clarify any potentially challenging words, whether subject specific or not
- Teachers to sit the pupil near the front of the class so that they can easily seek clarification of any unfamiliar words or text
- Application for use of a dictionary in public exams
- Encouraging the pupil to use a dictionary in class
- In the Junior School, teachers to create a Phonics/Reading programme in partnership with parents

EVACUATION PROCEDURES

If a student's disability is such that special arrangements might be needed to ensure her safe evacuation in the event of a fire, a separate risk assessment is carried out on the student's behalf by the Facilities Manager.