



HILLVIEW
SCHOOL FOR GIRLS

**SPECIAL EDUCATIONAL NEEDS
POLICY**

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INTRODUCTION

Hillview School for Girls is a fully inclusive school. We believe that all students should have the opportunity to unlock their pure potential to drive their future and thrive in society. We believe, by providing effective building blocks, students with Special Educational Needs can complete appropriate examinations to gain access to future education or employment. Students with Special Educational Needs, at Hillview School for Girls, will be supported to enable them to take ownership of their needs to develop the independence they will require when moving forward into their adult life.

Aims

- To ensure the identification of all students requiring SEN support at the earliest opportunity in their school career.
- To ensure that students with SEN have access to a broad and balanced curriculum, including those subjects which fall within the National Curriculum.
- To ensure that students with SEN are, wherever possible, appropriately supported to fully participate in all school activities.
- To raise the aspirations of and expectations for all students with SEN.
- To prepare students with SEN for moving to the next phase of their education or employment.
- To ensure that parents of students with SEN are consulted and informed of the support their child is receiving, the intended outcomes of such support and the subsequent progress their child is making.
- To involve students with SEN, where practicable, in decisions affecting their support and provision.

Objectives

- Staff members seek to identify the needs of students with SEN as early as possible and report observations to the SENCO.
- Monitor the progress of all students in order to aid the identification of those students with SEN and report any concerns to the SENCO.
- Make appropriate provision to overcome all barriers to learning for students with SEN; including the sharing of relevant information with staff.
- Provide a broad, balanced and suitably differentiated curriculum for all students with SEN.
- Ensure that students with SEN are prepared for moving to the next phase of their education or employment.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Work with and in support of outside agencies when the students' needs cannot be met by the school alone.

Appendix 1

SEN Policy and Information Report

Hillview School for Girls

SEN & Disability Policy/SEN Information Report

Issued on 15/03/18

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations
2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51 – Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations
2012

SI 2013 758 The School Information (England) (Amendment) Regulations
2013

This policy should be read in conjunction with the following school policies
It should also be read in conjunction with the following Hillview School
Policies:

- ◆ Teaching Standards 2012
- ◆ Teaching and Learning Policy
- ◆ Confidentiality Policy
- ◆ Disability and Equality Awareness Policy
- ◆ Accessibility Plan
- ◆ External Agencies Policies
- ◆ Complaints Policy
- ◆ Exam Access Arrangements Policy for the Education of Children in Care (CiC)
- ◆ Safeguarding Policy

This policy was developed between Hillview School for Girls, Kent County Council and the governing body and will be reviewed annually.

Appendix 2

Definition of SEN

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty if he or she:
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 16)*

Definition of disability

1. Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

1.2 The kinds of special educational need for which provision is made at the school

At Hillview School for Girls we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, speech and language needs, autism and specific learning difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

1.3 The school also currently meets the needs of students with an Education, Health and Care plan with the following kinds of special educational need: autism, dyslexia, visual impairment, specific learning difficulties and profound and multiple disabilities. Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

1.4 The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of students with SEN

At Hillview School for Girls we monitor the progress of all students six times a year to review their academic progress. We also use a range of assessments with all the students at various points.

2.1 Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. Examples of extra support are support to teachers to offer differentiated teaching, literacy support, numeracy support, science support, homework club, 1:1 intervention, in-class support with a learning support assistant, and small group work.

2.2 Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Hillview School for Girls we are experienced in using the following assessment tools: speed of processing test, dyslexia screening, scotopic testing, Lucid Exact for reading and writing comprehension and Dash handwriting. We have access to external advisors who are able to use further assessment tools.

2.3 The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

2.4 If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

2.5 We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such students

Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

3.1 The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

3.2 For students with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

3.3 Every student in the school has their progress tracked six times per year. The assessments we use at Hillview School for Girls are termly assessments, end of year assessments, pre public examinations, GCSEs, A Levels and Applied courses. Using these it will be possible to see if students are increasing their level of skills in key areas.

3.4 If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching students with special educational needs

3.5 High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers'

understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

3.6 In Hillview School for Girls the quality of teaching is judged to be good in our last Ofsted inspection.

3.7 We follow the Mainstream Core Standards [<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>] advice developed by Kent County Council to ensure that our teaching conforms to best practice.

3.8 In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for students with special educational needs

3.9 At Hillview School for Girls we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

3.10 As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning. The recently built new Student Centre incorporates the Curriculum Support Team, new intervention rooms, two new classroom spaces, a calm space and disabled toilet access.

3.11 The Governing Body supported the recruitment of two Higher Level Teaching Assistants in the last eighteen months.

3e additional support for learning that is available to students with special educational needs

3.12 As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case. In very few

cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school via an application through High Needs Funding, from Kent County Council.

3f how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

3.13 All clubs, trips and activities offered to students at Hillview School for Girls are available to students with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity

3g support that is available for improving the emotional and social development of students with special educational needs

3.14 At Hillview School for Girls we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance in weekly Personal Development Learning lessons, daily Mentor Time, and indirectly with every conversation adults have with students throughout the day.

3.15 For some students with the most need for help in this area we also can provide the following e.g. access to a counsellor, mentoring with member of the senior leadership team, external referral to CYPMHs (Child and Young Person Mental Health Service), time-out space for a student to use when upset or agitated.

3.16 Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

Appendix 3

STAFFING & RESOURCES

The name and contact details of the SEN Co-ordinator

1. The SENCO at Hillview School for Girls is Alison Baker, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination for completion Autumn 2018. Ms Baker also holds BSc (Hons) Psychology qualification and a Diploma for Personal Advisers.

2. Alison Baker is available on 01732 352793 or admin@hillview.kent.sch.uk. The SENCO is a class teacher and is best contacted by email.

Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

3. Continued professional staff development, including twilight sessions, staff meetings and departments regularly reflect Special Educational Needs, continually reviewing progress and differentiation. The Director of SEN and LSAs regularly attend external training to ensure support for students with SEN is relevant and up-to-date.

4. Where a training need is identified beyond this we will find a provider who is able to deliver it. These may include special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

5. Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Appendix 4

CONSULTATION

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

1. All parents of students at Hillview School for Girls are invited to discuss the progress of their children once a year at a Parents Consultation Evening and receive a written report 3 of times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

2. If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited and actively supported to contribute to planning and reviewing the provision.

3. In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

4. When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Appendix 5

COMPLAINTS

The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

1. Any complaints regarding the SEN Policy or the provision made for students with special educational needs should be addressed to the SENCO. If it is felt that the student's needs are still not being met, then the Complaints Policy, stage 2-3, should be followed.

2. If the complaint is not resolved after it has been considered by the Governing Body (Stage 3), then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

3. There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Appendix 6 **SUPPORT**

How the governing body approves the involvement of other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

1. The governing body have engaged with the following bodies:-
 - Free membership of LIFT for access to specialist teaching and learning service
 - A Service Level Agreement with Educational Psychology service for 6 days per year
 - Link to Disabled Children's Service for support to families for some students with high needs
 - Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice
 - Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
 - Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc.

The contact details of support services for the parents of students with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

2. Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

3. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

4. At Hillview School for Girls we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer from Primary to Secondary as seamless as possible.

5. We also contribute information to a students' onward destination by providing information to the next setting such as another secondary school, FE college, apprenticeship provider, or higher education establishment.

Information on where the local authority's local offer is published.

6. The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs#>. The SENCO should be aware of any parents of students with SEN, or who may have SEN, who may not have internet access. They can arrange for those parents to be supported in gaining the information they require.

Appendix 7

Procedure for testing for SEN

1. Where it is determined that a student may have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a student with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below, as stipulated in the SEND Code of Practice (DfE 2015):

- I. Assess
- II. Plan
- III. Do
- IV. Review

2. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

3. In identifying a student as needing SEN support the subject teachers, working with the SENCO should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered by the SENCO. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

3.1 This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

4. When it is decided to provide a student with SEN support, parents will be informed in writing about the strategies; who the student's allocated key worker is and the dates of when the strategies will be reviewed to evaluate effectiveness. Planning will involve consultation between the teacher, Leader of Community, SENCO, and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

4.1 All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

5. The Mentor, Leader of Community, Student Support Manager and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with Learning Support Assistants, HLTAs, named key worker and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

6. The effectiveness of the support and interventions and their impact on the Student's progress will be reviewed on the agreed date. Parents/carers will have the opportunity to discuss progress with SEN staff at parent evenings, drop-in sessions and by contacting the SENCO or HLTAs by email. Additional reviews will be arranged according to need. Teachers, working with the SENCO, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time school will consider involving specialists.

6.1 If the above process is undertaken over a substantial time frame and the student continues to make inadequate progress the SENCO can take the student's case to the 'Local Inclusion Forum Team' (LIFT) to discuss strategies, possible support from external agencies and to consider applying for an Education, Health and Care needs assessment. The LIFT panel decide whether the school can proceed with their application. If they decide the assessment is not appropriate they will recommend an alternative course of action. Parents can also request an Education, Health and Care needs assessment by directly applying to Kent County Council.

Education, Health and Care Plans (EHC Plan)

7. If the EHC needs assessment of the child or young person has determined that an EHC plan is necessary, Kent County Council SEN Assessment Team will work with the school, the young person and their family and the relevant medical and social care professionals to draw up the plan. The EHC plan would detail the education, health and social care support that must be provided to the young person who has SEN or a disability. If the school feels they are unable to meet the needs of the student as outlined in the EHC Plan they will communicate this in writing to the LA and parents. The letter will clearly outline the specific areas of need they are unable to meet.

7.1 Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

7.2 Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

8. If a student is suspected of showing dyslexic tendencies, we can provide a screening that may indicate if further exploration is required, however it does not offer a diagnosis. To obtain a diagnosis, we recommend contacting or West Kent Dyslexia Association (<http://www.kentwestdyslexia.org.uk/>) or an independent assessor.

Appendix 8

Procedure for Exams Concessions Testing

1. Students can be tested to see if they are eligible for exam access arrangements in years 10 and 12. The SENCO and/or HLTAs liaise with teaching staff to identify students in need of such testing. The testing is completed in school by a specialist assessor. The tests used are approved by the Joint Council for Qualifications (JCQ) which is the regulatory body responsible for awarding the concessions.
2. To ensure that all students are treated equally with regards to exam access arrangements reports from external agencies or assessors recommending specific concessions are not accepted.
3. If a specialist concession is granted a student must then use this concession in their lessons to demonstrate that it is their normal way of working. For example, if they are granted the use of a word processor then they must use a word processor in their lessons and any Pre-Public Examinations. If a student does not do this the concession must be withdrawn as stipulated in the JCQ regulations.

Appendix 9

What is SEN Support & the recording of SEN Information

1. Some students will have an identified SEN but will not need additional SEN support as their needs are met appropriately through high quality teaching in the classroom. These students are allocated the code 'differentiation'. Whilst these students are not included on the school's official SEN register, the code will however, appear in the 'SEN' section on all registers. This is in order to ensure staff are aware of any SEN the student may have and how they must appropriately differentiate.

2. The 2015 SEND COP states that there is now only one level of SEN – those receiving '**SEN Support**'. These students are engaged in the above cycle of Assess, Plan Do, Review. All students with a statement or EHC Plan fall within this category, as do those students who do not have a statement/EHC Plan but who are in receipt of additional support. The recording system for staff highlights which students within the 'SEN Support' category have a statement/EHC Plan.

3. Each student on the SEN register is allocated a Key Worker (a member of the Curriculum Support Team) who is their point of contact with regards to learning support and any difficulties the student may be experiencing in the classroom. The Key Worker and student develop a 'Student Profile Sheet' which provides details of the student's SEN and subsequent strategies that must be utilised in order to meet these needs. The student and their Key Worker also identify specific targets for the student to focus on at least three times a year. Parents are kept informed at all stages of intervention. They receive copies of their child's Student Profile Sheet and Target Sheet and are invited into school for an informal drop-in during the first Friday of each term. This time is scheduled so that parents are able to meet with the SENCO and/or their child's key worker. This partnership, in addition to the exchange of information with external agencies, is particularly important in order that the needs of the majority of students with SEN are met effectively.

4. When recording the type of SEN, the SEN COP does not assume that there are hard and fast categories of SEN. Instead it recognises four broad areas:

- ◆ Communication and Interaction
- ◆ Cognition and Learning
- ◆ Social, Emotional and Mental Health
- ◆ Physical and Sensory

5. We currently have students with special needs that fall in to each of these four areas. Our highest incidence of SEN concerns literacy difficulties and dyslexia, with a growing number of students diagnosed with the Autistic Spectrum Condition.

6. Students identified as requiring SEN Support may also receive scheduled interventions within the Assess, Plan, Do, Review cycle. This may include participation in Homework Club, supervised by HLTAs; support from an LSA in lesson, and small group or individual intervention within their timetable.

**Hillview School for Girls
Governors' SEN Policy 2017-18**

Main compiler: Alison Baker, SENCO

Date of approval by governors:

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Consulted:

See Appendix 1 of this policy

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