



HERSCHEL GRAMMAR SCHOOL

Special Educational Needs Policy

Date approved:

***Date for revision:**

Annually

Responsibility:

**Full Governors
Committee**

Approved by full Governing Body

Author:

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Additional Needs
Co-ordinator**

***subject to any relevant changes in legislation or other appropriate guidelines**

Herschel Grammar School is committed to high quality provision to meet the needs of pupils with SEND (Special Educational Needs and Disability). We take a holistic view of our pupils and do not just consider their SEND needs.

Additional Educational Needs Policy

Herschel Grammar School believes:

- All pupils irrespective of ability are of equal worth and are valued for the contribution that they can make. We encourage all pupils to develop their abilities to the fullest extent and recognise the achievements of others.
- All pupils are entitled to a balanced and differentiated curriculum.
- We aim to develop caring attitudes of pupils and staff concerning personal and social responsibility and promote sensitivity to the needs and feelings of others believing that ignorance breeds fear and prejudice.
- Parents play an integral part, their co-operation is essential and they have the right to know when their child is experiencing difficulties and be informed at all stages of support.

SEND Objectives

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of Special Educational Needs at Herschel Grammar School

A pupil has special educational needs if he or she has learning difficulties or disability that call for special educational provision to be made. A pupil has learning difficulties or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age at Herschel Grammar School in a range of subjects.
- b) Have a disability which prevents or hinders them making use of the educational facilities of a kind generally provided for others of the same age.

Children will not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Herschel Grammar School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special Educational Needs Procedures

The Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO's role involves:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies
- Organising and implementing reviews for pupils with EHC plans
- Line managing work of LSA's
- Hold SEN reviews bi-annually and share with parents

The Role of the Learning Support Assistant (LSA)

The LSA's role involves:

- Supporting students who require support
- Liaising with classroom teacher frequently to assist with planning
- Regular contact with the SENCO sharing any concerns
- Viewing students' records to understand their needs and implement specific strategies.

The Role of the Link Teacher

Each Faculty appoints a Link Teacher whose role involves SEND, pupils with medical needs and access arrangements. As part of their role they will be:

- Co-ordinating and monitoring the progress of SEND pupils and highlighting the need for differentiation within their faculty
- Ensuring staff are aware of the Provision Map and any changes to it
- Dissemination of appropriate information to help support pupils
- Feeding back any concerns teachers have regarding a pupil
- Attending regular link meetings to feedback any concerns to the SENCO

The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the subject teacher, whose responsibilities include:

- Assessing and identifying needs of pupil.
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect all available information on the pupil.
- Working with SEND pupils on a daily basis to deliver individual provision within a differentiated curriculum. The link teacher will be able to offer clarification if needed. (Individual provision information and the provision map is stored in the Staff folder on the T: Drive in the SEN folder)
- Check the Access arrangements list of students regularly to provide appropriate support for examinations.

The SEND Code of Practice 2014 states that teachers are responsible and accountable for the progress and development of the pupils in their class even where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for lack of good teaching. The majority of pupils can make progress thorough such teaching.

Where a pupil is not making adequate progress, teachers will work with the SENCO on planning support and teaching strategies.

Identification, Assessment and Review

Categories of Special Educational Need

The Code recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

Identification

When pupils join the school in Year 7 we use appropriate screening and assessment tools, which may include:

- Evidence obtained by teacher observation / assessment
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- CAT Scores
- Pupil portfolios

For Transition

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEND the SENCO, Heads of Faculty and Heads of Learning will:

- use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- identify the pupil's skills and note areas that require support
- ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve pupils in planning/agreeing their own targets
- involve parents in a joint home-school learning approach

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers/learning support assistants through a differentiated curriculum
- Periods of withdrawal to work with a support teacher/ SENCO
- Support from specialists within the classroom or as part of a withdrawal programme

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Progress is the crucial factor in determining the need for additional support.

Pupil Progress

Pupils will be placed on the SEND list if despite being given programmes of study appropriate to their needs they make little or no progress. To enable pupils to make progress staff will, in consultation with the SENCO, implement support within lessons to ensure that students are able to achieve their agreed targets. Pupils may also use additional support which will be provided by the SENCO, an LSA or the teacher as appropriate. These may include:

- Specialised mentoring
- LSA support

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training and/or employment

Statutory Assessment

Following bi annual reviews where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage of the process. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

Record Keeping

The SENCO will record the steps taken to meet pupils' individual needs by maintaining the records and ensuring access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school as appropriate.
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services as appropriate
- Information from other agencies such as LDD and Sensory Support Service as appropriate
- Updated pupil tracker and Sims

Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEND, the school will intervene through the "assess", "plan", "do", "review" cyclical approach, outlined below.

Assess

Subject teachers establish a clear analysis of needs matching their assessments with feedback from pupils and parents, using the individual's development as compared to their peers.

This is shared with the SENCO and a decision is made as to the best way to proceed.

Plan

Where it is decided to provide a student with SEND support the parents will be notified and, in a meeting with the SENCO, agree the interventions and support to be put in place.

These might be:

- Provision of alternative learning materials / special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

Do

The class teacher remains responsible for working with the pupil and is involved in assessing the impact of any interventions. These are fed back to the SENCO through the link teacher.

Review

Reviews will be conducted in conjunction with the parents and pupil and any changes will be planned in the light of progress made and needs identified.

Individual Provision

The individual provision will record the type of need and additional support which is available to help the pupil. This will be discussed with the pupil and the parents. This information will come from the bi-annual SEN reviews.

Reviewing Provision

Pupil's individual provision will be reviewed biannually by their subject teachers and reviews collated and shared with parents and pupils by the SENCO. Parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected for a child of similar age at Herschel.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting individual provision map page will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to the local offer
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Literacy/Numeracy and other attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education and Health Care Plan (EHC)

It is envisaged that the majority of students' needs will be met by the provision set out in the local offer, however, where the students' needs cannot be met in this way then an EHC plan may be needed. This assessment will take place in consultation with the parents and the student.

EHC plans will be reviewed regularly and may include set outcomes to be achieved by set dates which would be reviewed prior to the annual review of the EHC. The reviews will focus on the progress and consider whether the outcomes stated in the EHC remain appropriate.

Reviews of EHC

EHC plans must be reviewed annually. The SENCO will organise these reviews and invite:

- the pupil's parent
- the pupil if appropriate, if not the pupil's views will be sought prior to the review and fed into the process
- the relevant teacher(s)
- any other agencies working with the pupil
- any other person the LEA considers appropriate
- any other person the Headteacher considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to individual targets.
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- set new targets for the coming year.

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Advice Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the school will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend or cease an EHC plan.

The School recognises that where a pupil with an EHC plan continues to attend after age 16, the EHC plan remains in place unless:

1. the student moves to another LEA.
2. it is decided that the EHC plan is no longer needed.
3. the young person takes up employment other than Apprenticeships.
4. the young person enters Higher Education.
5. the young person is aged over 18 and leaves education and no longer wishes to engage in further learning.

Curriculum Access and Inclusion

Herschel Grammar School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Evaluating success

The success of the school's Inclusion Policy and provision is evaluated through:

- analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- consideration of each pupil's success in meeting targets
- school self-evaluation
- the School Development Plan/SEND Development Plan

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- SEND Support Service (SENS)
- Educational Service for Physical Disability (ESPD)

In addition, important links are in place with the following organisations:

- The Advice Service
- The LA
- Specialist services
- The business community
- Social Services