



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**This is a whole-school policy, within the framework of which the Junior School and Infant School plus EYFS, and Nursery policies operate as appropriate.**

### **Introduction**

The government's *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (May 2015)* outlines procedures for supporting the needs of young people, their families and the professionals who work with them.

The code of practice identifies:

- A new approach to identifying SEND through a single Early Years setting-based category and school-based category of SEND
- A new single assessment process and Education, Health and Care Plan by 2014
- The responsibility of local authorities and other services in setting out a local offer of all services available
- The option of a personal budget by 2014 for all families of young people with a statement of SEND or a new Education, Health and Care Plan
- The intention to give parents a real choice of school, either a mainstream or special school
- The introduction of greater independence relating to the assessment of young people's needs.

This policy is written according to this new Code of Practice, to which schools must have regard from 01 September 2014. The policy will be reviewed and updated as appropriate.

This policy should also be read in conjunction with Queen Elizabeth's Grammar School's Admissions Policy.



## **Special Educational Needs (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has SEND if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill). This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

The Code of Practice does not assume that there are hard and fast categories of special educational need, but 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.

Post 16 Institutions often use the term learning difficulties. The term SEND is used in the Code of Practice across the 0-25 age range but has the same meaning.

## **Rationale**

Queen Elizabeth's Grammar School consists of three sections: Infant School, Junior School and Senior School. The School is committed to providing an appropriate and high quality education to all the young people it serves. We believe that all young people, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. We aim to offer excellence and choice to all our pupils, whatever their ability or needs, and we strive to ensure that all our pupils feel that they are a valued part of our school community. We have high expectations of all our pupils, which we aim to achieve through the removal of barriers to learning and participation.

The School recognises that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The School recognises that it is important to identify those with SEND in order to seek to provide equal opportunities for all and enable every pupil to achieve his or her individual best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. To this end we will use our best endeavours to ensure that the necessary provision is made for any individual who has SEND. This means that we will aim to ensure that all our pupils

- achieve their potential and enjoy their learning;
- stay safe and healthy;
- can make a positive contribution to the school, the community and the wider world;

For children and young people with SEND it is important to

- know precisely where they are in their learning and development;
- ensure decisions are informed by the insights of parents and those of children and young people themselves;
- have high ambitions and to set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

The School is committed to

- early identification of pupils with SEND;
- communication of pupils' SEND to the relevant staff;
- adaptations to curriculum, teaching, and the learning environment;
- assessment and review of pupils' progress;
- high quality educational provision for all children and young people with SEND, whether or not they have an EHC (Education, Health and Care) plan;
- support for pupils in their transition between life stages;
- access to facilities and extra-curricular activities;
- support for pupils in emotional and social development;
- communication of pupils' needs to their parents and ensuring that they play their part in supporting their child's education;
- support for pupils in their preparation for future adult life;
- pupils playing a part in their own provision and having a voice in the process as appropriate;



- assessment of the quality and appropriateness of the School's provision.

In accordance with the Equality Act, we will strive to eliminate prejudice and discrimination, and to develop an environment where all young people can flourish and feel safe.

The School is committed to establishing and maintaining a culture of high expectations: a culture that expects those working directly with pupils with SEND to include them in all the opportunities available to other pupils, to facilitate their participation, and to ensure that they achieve well.

In collaboration with other external services, we will strive towards high quality provision to meet the needs of pupils with SEND; indeed it is particularly important that pupils with SEND have integrated services - well coordinated, coherent support across education, health and social care, in order to ensure high aspirations and help them to achieve their potential. The School will co-operate fully with the local authority.

### **Roles and Responsibilities**

The Free School SEND and Learning Support working party comprises:

- Dr Kathleen Whyte (Governor)
- Dr Catherine Farmar, Deputy Head (Academic)
- Mrs Claire Gammon, Deputy Head (Data, Reporting and Staff Welfare)
- Mrs Rachael Deacon (Special Educational Needs Coordinator Senior School)
- Mr Andrew Clare (Special Educational Needs Coordinator Infant & Junior School)

### **The Governing Body**

The Governors play a major part in school self-review, and in consultation with the Headmaster decide the School's general policy and approach to meeting pupils' SEND. They set up appropriate staffing and funding arrangements and oversee the School's work. The Governors will ensure that:

- they are fully involved in the developing, monitoring and review of the School's SEND policy;
- the Board of Governors is kept up-to-date and knowledgeable about the School's SEND provision, including how funding, equipment, personnel and resources are deployed;
- pupils with SEND are fully involved in school activities;
- the quality of SEND provision is monitored continuously.

The Governing Body will publish information on the School website about the implementation of the policy for pupils with SEND. The information published will be

updated annually and any changes to the information occurring during the year will be updated as soon as possible. Information given will address the following:

- identifying children and young people with SEND and assessing their needs;
- assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should be relevant to their ambitions, which could include higher education, employment, independent living and participation in society;
- adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- securing expertise among teachers or other professionals to support children and young people with SEND;
- assessing and evaluating the effectiveness of the provision the School makes for children and young people with SEND;
- enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting;
- supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

The above includes arrangements for supporting children who are looked after by the local authority and have SEND.

The link governor for SEND is Dr Kathleen Whyte. She is responsible for ensuring that SEND provision is an essential part of the School development plan. She will also report SEND issues to the rest of the Governing Body.

The School will ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This will include the School's SEND policy as well as named contacts within the School for parents who have concerns regarding SEND provision.

The Governing Body will ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. The Governing Body will also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and accessibility plans. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Plans and strategies will be reviewed and revised every three years.



## **The Headmaster**

The Headmaster's responsibilities are

- the day-to-day management of the School, including SEND provision;
- keeping the Governing Body well informed about SEND within the School;
- ensuring that the School has clear and flexible strategies for working with parents, which encourage their participation in their child's education.

## **The Senior Management Team**

SMT are responsible for ensuring that the SEND Code of Practice and the SEND policy are implemented. SEND issues will be addressed by the relevant Deputy Head at SMT meetings.

## **The Special Educational Needs Coordinator (SENCO)**

The designated SENCO for the Senior School is Mrs Rachael Deacon who has oversight of all SEND in the school.

The designated SENCO for the Junior and Infant school is Mr Andrew Clare.

The SENCO's job is to

- manage the day-to-day operation of the policy;
- manage the responses to pupils' SEND;
- support and advises colleagues;
- oversee the register of all pupils with SEND;
- liaise with parents of pupils with SEND;
- liaise with external agencies, social care professionals and other support agencies;
- monitor and evaluate the SEND provision;
- support the transition of pupils with SEND between schools or settings;
- manage resources to enable appropriate provision to be made for pupils with SEND;
- ensure that the records of all pupils with SEND are kept up-to-date;
- assess whether pupils are eligible for special examination arrangements;
- meet with pupils with SEND as and when required.
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The SENCO attends professional development training courses and is able to advise on training for other members of staff as appropriate.

## **Teachers**

Each department includes within its Schemes of Work the means by which it will meet the needs of pupils with SEND within its subject area(s).

Individual teachers are responsible and accountable for the progress and development of pupils in their classes. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. High quality teaching is differentiated and personalised to meet the needs of the majority of pupils. Some children will require arrangements to be tailored to their specific individual needs and this is defined as special educational provision. Teachers should ensure that there are no barriers to every pupil achieving in line with personal expectations. When a pupil is not making adequate progress, teachers, the SENCO, parents, and where appropriate, the pupil themselves, should collaborate on planning support and teaching strategies.

All teachers are responsible for

- identifying pupils with SEND and passing on concerns to the SENCO;
- being aware of the individual needs of pupils with SEND;
- differentiating their lessons to take into account the learning needs of pupils with SEND;
- ensuring they have up-to-date knowledge about the implications of dyslexia in particular and implementing appropriate strategies in their classroom teaching;
- positively reinforcing pupils with SEND in the classroom;
- ensuring that pupils with SEND make progress;
- where necessary, collaborating with the SENCO to decide the action required to help pupils with SEND make progress;
- liaising with other staff to identify areas of difficulty in their subject area and agreeing appropriate targets with the SENCO;
- developing constructive relationships with parents.

Teachers must be aware of

- the procedures to be followed;
- the mechanisms which exist to allow them to access information about pupils with SEND;
- how special needs may affect pupils of different ages;
- their commitment to keep the SENCO informed about progress;
- their responsibility to make provision for pupils with SEND.

Teachers respond to pupils' needs by

- providing support for those who need help;
- planning to develop pupils' understanding through the use of varied teaching and learning methodologies;
- planning for pupils' full participation in learning;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- providing additional material, tasks or events to stretch gifted and talented pupils.

Pupils may have SEND either throughout or at any time during their school career. The School recognises that when it begins to make special educational provision for a pupil without an EHC plan, the child's parents **must** be told that such provision is being made; indeed involving parents effectively in the setting and review of outcomes from the outset leads to better progress and improved attainment overall.

The School will regularly and carefully review the quality of teaching for pupils at risk of underachievement. This may involve CPD or INSET training.

## Parents

The School values the contribution that parents make and the critical role they play in their child's education. The development of a strong partnership with parents will enable pupils with SEND to achieve their potential and flourish. To this end, parents **must** inform the School of any known SEND when their child joins the School.

Parents will be supported and enabled to

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- have input into how their child is educated;
- plan for pupils' full participation in learning;
- have access to information, advice and support during assessment and any related decision making processes about SEND provision.

Parents are involved in supporting the target setting process for their child and we encourage active participation of parents by providing guidance on how they can support their child's learning at home.

The School provides an annual written report for parents on their child's progress, and Parents' Evenings take place once or twice each year depending on the pupil's Year Group. The Senior School SENCO will normally be available to meet with relevant parents at Parents' Evenings whilst the Junior and Infant School SENCO is available after school.

In the Senior School parents also receive Assessment Grade sheets and Examination sheets at regular intervals throughout the year, which give an indication of how their child is performing in relation to their Target Grades.

In the Junior and Infant School academic results are shared with parents on a half-termly basis.

Where a pupil is receiving SEND support, there should be a meeting with parents at least twice a year to set clear goals, discuss the activities and support that will help the

pupil achieve, review progress, and identify the responsibilities of the parent, the pupil and the School. This provides an opportunity for parents to share their concerns and, together with the SENCO, agree their aspirations for their child. It is recognised that parents know their child best and have a unique overview of their child's needs.

Following the meeting, the SENCO will inform all the appropriate staff of the outcomes and agreed targets, which will be recorded on the school's intranet.

The School will make available, to all parents of pupils with SEND, details of the parent partnership service available through the Local Authority.

In accordance with the School's 'Open Door' policy, parents are encouraged to contact the child's Form Tutor in the first instance and/or the SENCO as needed either by telephone or appointment.

### **Pupils**

At Queen Elizabeth's Grammar School, we encourage all pupils to actively participate in the learning process and take responsibility for their own learning. All pupils in Years 3 to 6 have Pupil Progress Trackers, whilst all pupils in Years 7 to 11 have a Personal Learning Plan, which encourages them to reflect on their academic performance and think about ways that they might achieve more in future.

Pupils identified as having SEND will formulate and agree to the strategies that need to be implemented to help them achieve their academic potential together with the SENCO and their parents. This will ensure that the pupil is given the opportunity to make choices and feel that their opinion is valued.

### **Identification and Assessment**

The School recognises that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person.

While for many children, SEND can be identified at birth or at an early age, some difficulties only become evident as children and young people grow. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. It is particularly important that parents declare any known special needs when their child enters the School.

Identification includes the use of a formative assessment, and if necessary more specialised assessments from external agencies and professionals. The school will also ascertain pupil progress through

- evidence obtained by teacher observation;
- standardised screening or assessment tools – reading comprehension test, spelling test, maths test;
- MiDYIS testing (senior school);
- records obtained from feeder schools/primary phase;

- external agency reports and tests – SALT, Educational Psychologist, Paediatrician;
- expression of concern – learning and/or behaviour passed to Form Tutor/Head of Year/SENCO;
- information from parents;
- internal examination results.

In the Senior School each Year 7 pupil is assessed for learning difficulties during the first term at school so that we can build upon their prior learning. This forms part of the School's induction phase. The SENCO may then apply a series of diagnostic tests to determine the nature and extent of the special educational need. Parents will be notified if it is decided to provide the pupil with SEND support. The SENCO will then work in collaboration with the parents and pupil to ensure their active help and participation so that appropriate support is put in place, the support is reviewed regularly, and the child can flourish. The local authority which is responsible for the child will also be notified.

In the Junior School pupils are assessed every half term for tracking purposes (see Appendix 1)

The SENCO will:

- identify the pupils' skills and note areas that require support;
- ensure that appropriate provision is given to support pupils' needs
- regularly review (at least twice a year) the recommendations made to help the pupils;
- ensure staff are made aware of individual needs and strategies of support that will ensure pupils can access the curriculum.

A significant proportion of SEND provision is targeted to develop numeracy and literacy skills. The provision offered to these pupils includes:

- additional in-class support from the class teacher;
- extraction from certain lessons for one-to-one support with the class teacher or TAs;
- touch typing lessons;
- a reduced/bespoke curriculum.

The School is aware that behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. However consistent disruptive or withdrawn behaviours can be an indication of unmet SEND, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.



Additional provision offered on site is offered by a school counsellor from CANW (Child Action North West) this includes

- self-esteem and/or anger management;
- social and communication support;
- counselling.

In the Junior School, Form Time and Circle Time are used to identify and deal with any social/emotional issues; circle time is also used in the same way in the Infant School.

The Disability Discrimination Act 2001 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all pupils defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have SEND, but may still have rights under the Disability Discrimination Act.

### **Intervention**

When it is decided to provide a pupil with SEND support, in consultation with the parents and the pupil, the SENCO should agree the interventions and support to be put in place as well as the expected impact on progress, development, and behaviour.

Interventions will be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required. It is recognised that pupils who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps.

All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required.

For some children and young people, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. The School has clear processes for supporting pupils who are experiencing difficulties in their emotional and social development. Strategies are in place which enable teachers to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The School's system of pastoral support includes access to counselling sessions, and the Deputy Head (Pastoral) is experienced in making referrals to Child and Adolescent Mental Health Services (CAMHS).

Support should be adapted or replaced depending on how effective it has been in achieving the expected outcomes. The School will consider involving a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support. The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what

was discussed or agreed will be recorded and shared with the parent and teaching staff.

### **Examination access arrangements**

In liaison with the SENCO, the Examination Officer will implement appropriate access arrangements in both internal and public examinations. These might include:

- 25% extra time;
- use of a laptop for pupils with handwriting difficulties;
- readers;
- scribes;
- rest breaks;
- read aloud facility.

Educational Psychologists' reports are updated as and when required.

The School continues to review assessment and provision in line with recent government advice.

### **Record keeping**

Pupil Profiles, passports and IEPs will be reviewed at least twice yearly. If the IEP review identifies that support is needed from external agencies, the School will consult parents prior to any support being actioned. Any recommendations from an expert professional will provide information for the pupil's new profile, passport or IEP. The new strategies will, wherever possible, be implemented within the pupil's normal classroom setting.

The School will also make data on the levels and type of need within the school available to the local authority, in order to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the school census, is also required to produce the national SEND Information report.

### **Reviews**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.



In line with the Code of Practice the school aims to review pupils with a Pupil Profile three times each academic year. This can take the form of a formal review meeting during school time or at a parents' evenings. Both the parents and the pupil are encouraged to take an active part in this process.

Formal Annual Reviews are held for pupils with EHCPs, IPRA's or statements. The SENCO collates an Education Report by requesting an indication of the pupil's academic progress against the objectives set out in their Statement/Education Health and Care Plan from all involved. This information is sent out to parents/carers and any other agencies who are involved with the pupil. All stakeholders are invited to attend the Review two weeks in advance of the Review itself.

Care is taken to ensure that all parties involved are invited to either offer advice or attend review meetings.

### **Additional Support (Senior School)**

#### **Accelerated Reader**

The Accelerated Reader scheme, which has been implemented as part of the curriculum in the English department, is used to measure all pupils' reading ages and then personalise each pupil's reading practice. As part of this programme, individual pupil tracking, paired reading schemes and one-to-one support are available.

#### **Careers**

At Queen Elizabeth's Grammar School, pupils start thinking about their future life as early as Year 7, facilitated by the Personal Learning Plan and regular Careers talks during assembly time. This is then followed up by oral discussion and written consolidation with Form Tutors during Tutor Periods. The whole process helps to ensure that all pupils, as well as pupils with SEND, have high aspirations and are aware of the range of options available to them. Pupils have a record which they keep throughout their school career.

Options talks by Heads of Department take place during Year 9 help to inform decisions about which GCSEs pupils could go on to study, the range of post-16 options which may be available and longer term outcomes.

In Year 11 there is a programme of Choices evenings and individual consultations, which help to inform decisions about the next course of study, with particular regard to the range of post-16 options which may be available and the longer term outcomes the pupil wishes to achieve in their adult life.

#### **Library**

The library can support pupils with SEND in the following ways;

- paired reading;



- lunchtime and break time clubs such as Telling Tales and Carnegie;
- homework club.

In addition, Mrs Claire Gammon, Deputy Head (Data, reporting and Staff Welfare), has completed training to become a Dyscalculia specialist.

### **External Support**

The school has contacts with various external agencies such as:

The Dyslexia Institute

Blackburn with Darwen Education Psychology Service

Behaviour Support Service

Social Services

Speech and Language Service

Language and Learning Support Service

Specialist Outreach Services

Visual Impairment Services (Blackburn with Darwen)

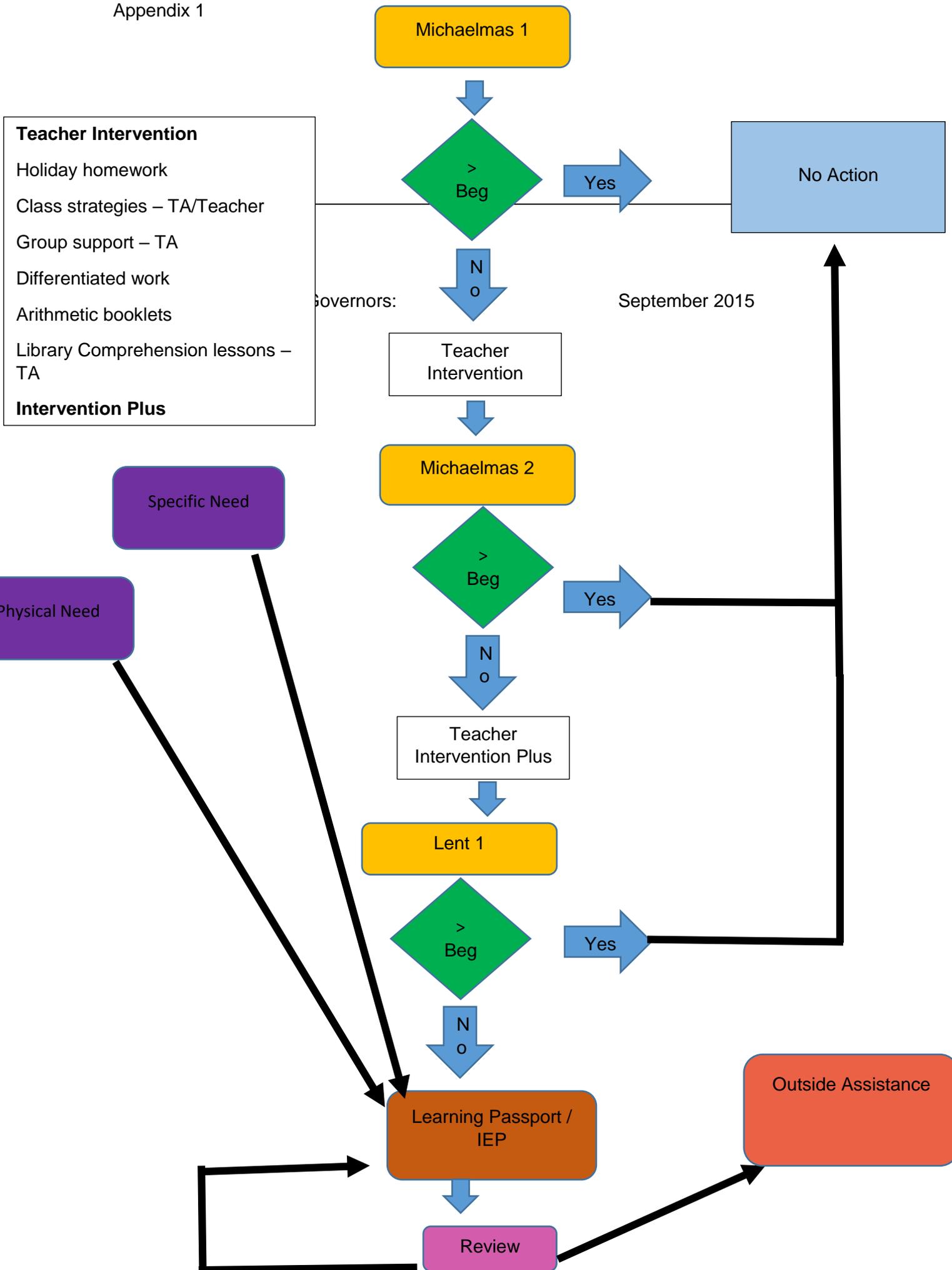
Hearing Impairment Services (Blackburn with Darwen)

### **Complaints**

Complaints procedures are the same for all pupils. Parents are free to contact the Form Tutor, Head of Year or SENCO who will then deal with the complaint or pass it on to the relevant senior manager who will deal with the complaint in accordance with the Complaints Procedure.

Reviewed:	April 2016
Approved by Board of Governors:	June 2016

Appendix 1



Michaelmas 1

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Beg

Yes

No Action

N  
o

Teacher  
Intervention

Governors:

September 2015

Michaelmas 2

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Beg

Yes

N  
o

Teacher  
Intervention Plus

Lent 1

>  
Beg

Yes

N  
o

Learning Passport /  
IEP

Specific Need

Physical Need

Outside Assistance

Review

- Teacher Intervention**
- Holiday homework
  - Class strategies – TA/Teacher
  - Group support – TA
  - Differentiated work
  - Arithmetic booklets
  - Library Comprehension lessons – TA
- Intervention Plus**