

THE HARVEY GRAMMAR SCHOOL



Founded 1674

SPECIAL EDUCATIONAL NEEDS POLICY

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SECTION A: SCHOOL ARRANGEMENTS

A1: Definition and Aims

This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will aim to ensure that appropriate provision will be made for all pupils with SEN

THE SEN AIMS OF THE SCHOOL

We firmly believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education.

We aim to do this by:

- Ensuring that all students have access to a broad and balanced curriculum
- Providing a differentiated curriculum appropriate to the individual's needs and ability.
- Ensuring that the identification of all students requiring SEN provision is made as early as possible in their school career
- Ensuring that SEN students take as full a part as possible in all school activities
- Ensuring that parents of SEN students are not only kept fully informed of their child's progress and attainment but are involved in the process
- Ensuring that SEN students are involved, where practicable, in decisions affecting their future SEN provision

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

This policy was developed by the Deputy Headteacher (Pastoral) and the SENCo and was discussed and agreed by staff and Governors. It links to all other policies within the school and is implicit within the School Improvement Plan which embodies the principles of Every Child Matters.

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 students working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning from the majority of children of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of any kind generally provided for children of the same age in schools within the area of the LEA
- c) Are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for them

Special education provision means:

- For children aged two or more, special educational provision is educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers
- For children under two years of age, special educational provision means educational provision of any kind

Children must 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. The Harvey Grammar School will have due regard for the new Special Needs Code of Practice 2014 when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

A2: Roles and Responsibilities

Deputy Headteacher (Pastoral)
Special Educational Needs Coordinator (SENCo)
Early Intervention Officer (EIO)
Learning Support Managers (LSM)
Learning Support Assistants (LSA)
Governor with responsibility for SEN

ROLES & RESPONSIBILITIES

The SENCO has lead responsibility and works with the Headteacher and Governing Body to determine the strategic development of the policy.

Responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEN
- Liaising with and giving advice to fellow teachers
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's budget and other resources to meet the students' needs effectively

- Managing the Early Intervention Officer, Learning Support Managers and Assistants in relation to individual SEN strategies
- Liaising with Parents/Carers
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their Parents/Carers are informed about options and a smooth transition is planned
- Working closely with the Headteacher and school governors to ensure that the school meets its responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN students
- The commitment required by staff to keep the SENCo well informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEN students
- What exactly constitutes a 'level of concern' and at which point a student is identified as **Vulnerable** and Intervention is initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which Parents/Carers are informed of this concern and the subsequent SEN provision
- Additionally, Parents/Carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to students with SEN include:

- Publishing information online about the implementation of the school's policy for students with SEN
- Ensuring that provision of a high standard is made for SEN students
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting in the school about students with Education, Health and Care Plans
- Ensuring that SEN students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy

THE ROLE OF THE SUBJECT TEACHER

The new SEN Code of Practice July 2014 (CoP 6:52) clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN students
- Collaborating with the House Teams to decide the action required to assist the student to make progress
- Working with the House Teams to collect all available information on the student

- In collaboration with the House Teams, develop the Provision Plans and the Education, Health Care Plans students with Special Educational Needs (SEN)
- Working with SEN students on a daily basis to deliver targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCo/SEN team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

A3: Co-ordinating and managing provision

The Code of Practice strengthens the role of the SENCo, recognising the SENCo's key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

A4: Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the principles outlined in the new Code of Practice 2014 (CoP 1:28) and The Equality Act 2010 (Chapter 1: Part 6) which 'prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability'.

All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN.

Pupils with special educational needs but without EHPs must be educated in a mainstream setting except in specific circumstance (CoP 1:27)

The Harvey Grammar School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students who meet our entry requirements are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 Allocation of Resources

The Harvey Grammar School receives funding through the Local Authority for pupils with SEN in these main ways:

1. The base budget covers teaching and curriculum expenses for all pupils.
2. The delegated SEN budget (based on the Local Funding Formula and generated in part by numbers on the SEN Register) covers some of the additional support required.
3. Specific funds allocated to pupils with EHC Plans.

The Governing Body ensures that resources are allocated to ensure students' needs are appropriately met.

B2: Identification, Assessment and Review

(a) CATEGORIES OF SPECIAL EDUCATIONAL NEED

The new Code of Practice (2014) 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
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The SEN Code of Practice (2014) makes it clear that "all teachers are teachers of pupils with special educational needs".

All teachers, supported by the senior leadership team are responsible for identifying students making less than expected progress given their age and individual circumstances. On-going assessment is the process by which students with SEN can be identified. **Less than Expected Progress** can be characterised by progress which:

- 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 the child and their peers
- Widens the attainment gap

Teachers will work in collaboration with the SENCo to ensure that those students requiring different or additional support are identified at an early stage.

(b) EARLY IDENTIFICATION

Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in common assessments judged against predicted levels of progress.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Screening /diagnostic tests completed with the help of the Cognition and Learning service or Educational Psychologists, as appropriate.
- Reports or observations.
- Records from feeder schools, etc.
- Information from Parents/Carers.
- Academic progress data.
- External examination results

(c) THE RANGE OF PROVISION

For students with identified SEN, the team and pastoral colleagues will:

- Initiate an early meeting between key individuals within the school, the Parents/Carers and the child to determine the level of Support and the Potential Outcomes

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's areas of strength and difficulties and note areas requiring support
- Ensure that on-going observations/assessments provide regular feedback on achievements/experiences in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students and their Parents/Carers in planning/agreeing their targets
- Involve students in a joint home-school learning approach

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 through a differentiated curriculum
- Periods of withdrawal to work with designated support staff
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Learning Support Manager and Learning Support Assistant support
- Safe haven areas for students with time out cards
- Support in tutorial time to develop literacy/social skills

(d) **English as an Additional Language (EAL)**

Particular care will be needed with students 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, e.g. accessing a visiting teacher to help support EAL students.

(e) **MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. **Expected Progress** is that which:

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

Where teachers decide that a student's learning is unsatisfactory, the SENCo is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Intervention for **Vulnerable** students. If, after further consideration, a more sustained level of support is needed, it will be provided through **SEN Support**. Where concerns remain despite sustained intervention, the school will consider requesting an **Education, Health Care (EHC) Plan**. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request an Education Health Care Plan.

(f) RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The House Teams will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies *such as* CXK (Careers and Advice Service)

Teaching SEN students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The Code of Practice advocates a **graduated response** to meeting students' needs.

When students are identified as having SEN, the school will intervene through SEN Support as described below. The House Teams work closely with Parents/Carers and Children to develop strategies to support students both in and out of the classroom.

Information is shared through Talisman and is accessed by teachers and key support staff to ensure the student's needs are met. This information is shared under three headings

- **SEN Support** (see appendix 1)
 - Students identified as 'SEN Support' will work with the House Team, Early Intervention Officer and other key staff to develop a Provision Plan (PP) that will be reviewed at the end of term 2, 4 and 6.
- **Vulnerable**
 - Students identified as 'Vulnerable' will be monitored closely by the House Teams and reported on in the termly House Self-Evaluation procedures because barriers to learning or specific challenges still exist
 - Specific information will be recorded by House Teams and entered into the Special Needs database so that teaching staff are aware of and can plan for their specific needs
 - Teachers will have access to this information and agree teaching, learning and support strategies with the House Teams to ensure students make at least expected progress
 - Parents are informed that their child has been identified as vulnerable and encouraged to work with the House Teams, Tutor and Teachers to agree strategies to ensure at least expected progress is made
- **Transition**
 - Only new students to the school that are not identified as 'Vulnerable' or SEN Support' will be included on the Special Needs database under the heading 'Transition'

- Important information will only remain in the database until the end of term 2 to aid with their transition from key stage 2 to 3 or from another school and to help teachers and support staff plan for their individual needs
- Teachers and support staff will have access to this information and agree teaching, learning and support strategies with the House Teams to ensure students make at least expected progress

B3: Curriculum Access and Inclusion

The Harvey 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 students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At The Harvey Grammar School we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN 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.

B4: Evaluating success

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

- Monitoring of classroom practice by SENCo and subject co-ordinator
- Analysis of student tracking data and test results
 - for individual student
 - for cohorts
- Value-added data for students on the SEN Register
- Consideration of each student's success in meeting Provision Plan targets
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The School Improvement Plan/SEN Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals

B5: Complaints procedures

The school's complaints procedure can be accessed through the school's website. A written copy is available on request.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1: Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN students. Part of the SENCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN students.

As a routine part of staff development, INSET requirements in SEN will be assessed by the school's CPD Co-ordinator (Teaching staff).

LSMs, LSAs and EIO staff requirements in supporting students' needs will be assessed by the school's CPD Co-ordinator (Support staff).

NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction. The School's INSET needs will be included in the School Improvement Plan.

C2: 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 SEN students

When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Cognition and Learning
- Educational Service for Physical Disability (ESPD)
- Traveller Education
- Child & Adolescent Mental Health Service (CAMHS)

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

- The CXK Careers and Advisory Service
- The Local Authority (LA)
- Specialist services
- The business community
- Education Welfare Officer
- Social Services
- Other groups or organisations

C3: Partnership with Parents/Carers

The Harvey Grammar School firmly believes in developing a strong partnership with Parents/Carers and that this will enable children and young people with SEN to achieve their potential. The school recognises that Parents/Carers have a unique overview of

the child's needs and how best to support them, and that this gives them a key role in the partnership.

C4: The voice of the child

Section 19 of the Children and Families Act 2014 makes it clear that local authorities, in carrying out their functions under the Act in relation to disabled children and those with special educational needs (SEN) must have regard to:

- The views, wishes and feelings of the young person and their Parents/Carers
- The importance of the young person and their Parents/Carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those areas.
- The need to support the young person and their Parents/Carers, in order to facilitate the development of the young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At The Harvey Grammar School, we encourage all students to participate in their learning by developing enquiring minds and a proactive approach. Students are advised to raise any problems with their Form Tutor in the first instance, or to approach any other member of the school staff with whom they feel comfortable.

The School Council / Student Voice and the online Student Forum are all in place to allow open debate and ensure that our pupils have the opportunity to voice their opinions and be listened to.

C5: Links with other schools and transfer arrangements

We work closely with our feeder schools to ensure a smooth transition from primary to secondary education. Each student with special educational needs (SEN) is seen as an individual and, if needed, extra support such as additional pre term visits will be arranged.

Appendix 1

SEN Support

Under the new Special Educational Needs Code of Practice a child has a learning difficulty if they:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Pupils who have SEN will generally make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 the child and their peers
- widens the attainment gap

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

External support services will require access to students' 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 student. Parental consent will be sought for any additional information required. The resulting IEP 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.

USE OF SUPPORT STAFF WITHIN 'SEN SUPPORT'

The House Teams implement procedures in discussion with SENCo. The Early Intervention Officer, Learning Support Managers and Learning Support Assistants also cover work at SEN Support level and help with the formulation of Education, Health Care (EHCs) plans monitoring and on-going assessment.

Learning Support Managers are also used to provide support, as appropriate (underachieving, attendance, threatened with exclusion).

PROVISION PLANS

These are in place for students at SEN SUPPORT level and students with EHCs.

Strategies for student' progress will be recorded in the Provision Plan (Individual Education Plan) containing information on

- Short-term and Long-term outcomes
- Teaching strategies
- Resources needed
- Provision made
- Intervention Strategies
- Staffing
- Monitoring procedures
- Date for review

The Provision Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The Provision Plan will be discussed with the student and the parent.

REVIEWING Provision Plans

PPs will be reviewed three times per year. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate, the school will involve students in this process.

PROVISION MAPPING

The School has introduced Provision Mapping within 3 categories: whole-school, individual and SEN. This will sit alongside PPs for SEN pupils and provide additional information in terms of extra-curricular provision and requirements.

EDUCATION, HEALTH CARE Plans

The school will request an EHC where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress.

An Education, Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the EHC
- Of shorter term
- Established through parental/pupil consultation
- Set out in an PP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

REVIEWS OF EHCs

EHCs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The Headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO and other key support staff of the school
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the PP targets
- Review the provision made for the student 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 in relation to the student'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 student'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 CXK Careers and Advisory 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 of Practice (2014), the Headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan for students with SEN.

The School recognises that where a student with an EHC Plan for SEN continues to attend after compulsory education, i.e. after age 18, the LA may decide to maintain the Statement until age 25.

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