



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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

### **Objectives**

Queen Elizabeth's Grammar 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 with special educational needs, 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/students, whatever their ability or needs, and we strive to ensure that all our pupils/students feel that they are a valued part of our school community. We have high expectations of all our pupils/students, which we aim to achieve through the removal of barriers to learning and participation.

The School recognises that pupils/students:

- 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 and seeks to provide equal opportunities for all and enable every pupil/student to achieve their 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/students:

- 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/carers 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/students with SEND;
- communication of pupils/students' SEND to the relevant staff;
- adaptations to curriculum, teaching, and the learning environment;
- assessment and review of pupils/students' progress;
- high quality educational provision for all children and young people with SEND, including those with an EHCP (Education, Health and Care Plan);
- supporting pupils/students in their transition between life stages;
- promoting access to facilities and extra-curricular activities;
- supporting pupils/students in emotional and social development;
- communication of pupils/students' needs to their parents/carers and ensuring that they play their part in supporting their child's education;
- supporting pupils/students in their preparation for future adult life;
- pupils/students 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 2010, we will strive to eliminate prejudice and discrimination, and to develop an environment where all young people can flourish and feel safe.

The ***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.

This policy is written according to the 2015 Code of Practice, to which schools must have regard. The policy will be reviewed and updated annually.

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

### **Definition of Special Educational Needs**

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.

Children's needs and requirements are categorised into four broad areas:

- Communication and interaction;
- Cognition and learning;
- Behaviour, emotional and social development;
- Sensory and /or physical.

A child should not be regarded as having a learning difficulty if their home language is different from the language in which they will be taught.

Similarly, the School is aware that behavioural difficulties do not necessarily mean that a child or young person has a SEND. However consistent disruptive or withdrawn behaviours can be an indication of unmet SEND.

The Disability Discrimination Act 2001 identifies the fact that some pupils/students with disabilities may have learning difficulties that call for special educational provision. However, not all pupils/students defined as disabled will require this provision.

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

The designated SENCO for the school is Mrs Gloria Frost who has oversight of SEND in the school.

The SENCO will:

- manage the day-to-day operation of the policy;
- ensure pupils/students' learning needs are identified and assessed as early as possible
- support and advise colleagues;
- provide Pupil Profiles for staff, indicating the strengths and needs of pupils/students on the SEND register, and how best to support them
- effectively deploy support staff
- oversee the register of all pupils/students with SEND;
- liaise with parents/carers of pupils/students with SEND;
- liaise with external agencies, social care professionals and other support agencies;
- monitor progress and evaluate the SEND provision;
- support the transition of pupils/students with SEND between schools or settings;
- manage resources to enable appropriate provision to be made for pupils/students with SEND;
- ensure that the records of all pupils/students with SEND are kept up-to-date;
- assess whether pupils/students are eligible for special examination arrangements;

### **Teachers**

Each department includes within its Schemes of Work how the needs of pupils/students with SEND will be met. Individual teachers are responsible and accountable for the progress and development of pupils/students in their classes. High quality teaching is differentiated to meet pupils/students' diverse learning needs. Teachers should seek to minimise barriers to every pupil/student achieving in line with personal expectations. When a pupil/student is not making adequate progress, teachers, the SENCO, parents/carers and, where appropriate, the pupil/student themselves, should collaborate on planning support and teaching strategies.

All teachers are responsible for

- their responsibility to make provision for pupils/students with SEND.
- **identifying pupils/students with SEND and passing on concerns to the SENCO;**
- **being aware of the individual needs of pupils/students with SEND;**
- **differentiating their lessons to take into account the learning needs of pupils/students with SEND;**
- **positively reinforcing pupils/students with SEND in the classroom;**
- **ensuring that pupils/students with SEND make progress;**
- **where necessary, collaborating with the SENCO to decide the action required to help pupils/students 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/carers.**

**Professional development training is provided to staff as required to ensure they are best prepared to meet the needs of all pupils/students.**

### **Partnership with Parents/Carers**

The School values the contribution that parents/carers make and the critical role they play in their child's education. The development of a strong partnership with parents/carers will enable pupils/students with SEND to achieve their potential and flourish. Pupils/students 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/student without an EHCP, the child's parents/carers must be told that such provision is being made; involving parents/carers effectively in the setting and review of outcomes from the outset leads to better progress and improved attainment overall.

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

Parents/carers will be supported and enabled to:

- recognise and fulfil their responsibilities as parents/carers 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 their child's full participation in learning;
- have access to information, advice and support during assessment and any related decision-making processes about SEND provision.

Parents/carers are involved in supporting the target setting process for their child and we encourage active participation of parents/carers by providing guidance on how they can support their child's learning at home. The School provides an annual written report for parents/carers on their child's progress, and Parents' Evenings take place once or twice each year depending on the pupil/student's Year Group. The SENCO will normally be available to meet with parents/carers at Parents' Evenings.

In the Senior School, parents/carers 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 Primary Phase academic results are shared with parents/carers on a half-termly basis. The School will make available, to all parents/carers of pupils/students with SEND, details of the Parent Partnership Service available through the Local Authority.

### **Pupil Voice**

At Queen Elizabeth's Grammar School, we encourage all pupils/students to actively participate in the learning process and take responsibility for their own learning. All pupils/students in Years 3 to 6 have Pupil Progress Trackers, whilst all pupils/students 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/students are involved in the review process to ensure they feel that their opinion is valued.

## **Identification and Assessment**

The School recognises that identifying need at the earliest point and then providing effective 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. 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 – e.g. reading comprehension test, spelling test, maths test;
- **records obtained from feeder schools/primary phase;**
- **external agency reports and tests – SALT (Speech and Language Therapy), Educational Psychologist, Paediatrician;**
- **expression of concern – learning and/or behaviour passed to Form Tutor/Head of Year/SENCO;**
- **information from parents/carers**
- **internal examination results.**

Following on from Year 6 SATs results, further tests may be carried out at the beginning of Year 7 to determine the nature and extent of any special educational need. Parents/carers will be notified if it is decided to provide the pupil/student with additional support. The Accelerated Reader scheme, which has been implemented as part of the curriculum in the English department, is used to measure all pupils/students' reading ages and then personalise each pupil/student's reading practice. As part of this programme, individual pupil/student tracking, paired reading schemes and one-to-one support are available.

In the Primary Phase pupils are assessed every half term for tracking purposes.

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;**
- **one-to-one support with a Teaching Assistant;**
- **touch typing lessons;**
- **a reduced/bespoke curriculum.**

Where there are concerns about behaviour, assessments are carried out to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

For some children and young people, difficulties in their emotional and social development can mean that they require additional provision for them to achieve. Provision 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 Primary Phase, Form Time and Circle Time are used to identify and deal with any initial social/emotional issues.

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.

### **The School's Graduated Response Model for SEND**

In line with the SEND Code of Practice (2015), the school implements a four-part cycle of support.

Assess – teachers gain an understanding of a pupil/student's needs, strengths and gaps in learning and adapt their teaching as appropriate.

Plan - following assessment, teachers plan how they will meet those needs as part of an inclusive classroom environment. This will take the form of Quality First Teaching and/or targeted interventions.

Do – targeted interventions are implemented and monitored for effectiveness.

Review – pupil/student progress is evaluated; the impact of any intervention is evaluated to gather further evidence of the most effective ways of supporting a pupil/student.

This cycle is continually refined in this way in order to find the most effective ways of supporting a pupil/student.

### **The Graduated Approach of Intervention**

When it is decided to provide a pupil/student with additional support, in consultation with the parents/carers and the pupil/student, 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 may 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/students who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps.

#### **Wave 1 – inclusive high quality first teaching with appropriate differentiation**

**Wave 2 – Identification of pupils/students who need additional interventions, to ensure they make satisfactory progress. 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. The child's parents/carers must give consent to involve specialists, e.g. SEND Support Service, Educational Psychologists. Specialist advice will be shared with parents/carers and teaching staff.**

**Wave 3 – a small number of pupils/students may require more individual support, 1-1 interventions and/or specialist interventions.**

The three waves of intervention are mapped out on a whole school provision map and individual pupils/students' provision maps and reviewed termly.

## **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/students with handwriting difficulties;
- readers;
- scribes;
- rest breaks;
- read aloud facility.

## **Record Keeping**

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

## **Reviews**

In line with the 2015 Code of Practice, the school aims to review pupils/students with EHCPs three times each academic year. This can take the form of a formal Annual Review meeting during school time or at Parents' Evenings. Both the parents/carers and the pupil/student are encouraged to take an active part in this process as it is recognised that parents/carers have a unique overview of their child's needs.

At Annual Reviews, the views of all stakeholders are actively sought and acknowledged. We set clear goals, discuss the support that will help the pupil/student achieve, review progress, and identify the responsibilities of the parent/carer, the pupil/student and the School. This provides an opportunity for parents/carers to share their concerns and, together with the SENCO, agree on aspirations for their child.

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.

## **External Support**

In collaboration with other external services, we strive towards high quality provision to meet the needs of pupils/students with SEND; it is particularly important that pupils/students with SEND have integrated services - well coordinated, coherent support across education, health and social care, to ensure high aspirations and help them to achieve their potential. The school has contacts with various external agencies such as:

- Blackburn with Darwen Education Psychology Service
- The Heights Free School
- Social Services
- Speech and Language Service
- SEND Support Service
- Visual Impairment Services (Blackburn with Darwen)
- Hearing Impairment Services (Blackburn with Darwen)

## **Allocation of Resources and Funding**

Within the school budget, funds are allocated to the Learning Support Department to resource learning support across the whole school. Additional resources are allocated to pupils/students with EHCPs, provided by the local authority.

## **Careers and Transition**

At Queen Elizabeth's Grammar School, pupils/students 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 helps to ensure that all pupils/students, as well as pupils/students with SEND, have high aspirations and are aware of the range of options available to them.

Options talks by Subject Leaders and Heads of Faculty take place during Year 8 help to inform decisions about which GCSEs pupils/students 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 regard to the range of post-16 options which may be available and the longer-term outcomes the pupil/student wishes to achieve in their adult life.

## **Complaints**

Parents/carers may contact the Form Tutor, Head of Year or SENCO who will then deal with the complaint or pass it on to the relevant Senior Leader who will deal with the complaint in accordance with the complaints procedure.

Updated by Mrs G Frost: August 2018

Approved by Board of Governors: 24<sup>th</sup> September 2018

## **Appendix 1**

### **The Governing Body**

The Governors play a major part in school self-review, and in consultation with the Head decide the School's general policy and approach to meeting pupils/students' 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/students 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/students 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/carers 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/carers 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/carers 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.