

SUTTON GRAMMAR SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Reviewed by:	Board of Trustees
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1. ETHOS STATEMENT

At Sutton Grammar School, we strive to provide students with a broad range of opportunities to help raise their aspirations, confidence and self-esteem. We identify students with special educational needs or disabilities as soon as possible to ensure the provision of targeted support. We recognise that SEND support works best when it is run well by those who can support and coordinate the work of other staff - and when all staff share a common philosophy, commitment and approach to improvement, and all bear a joint responsibility for making it happen. We seek to engender a sense of community for all our students, including those with special educational needs or disabilities, working with others in partnership to break down any barriers to participation, inclusion and belonging.

2. LEGISLATION AND GUIDANCE

This policy is based upon the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act (2014) which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations (2014), which sets out schools' responsibilities for education, health and care (EHC) plans and SEND co-ordinators (SENDCOs)

3. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young children or young people of the same age by mainstream schools.

4. AIMS

Sutton Grammar School's aims in relation to SEND are to:

- ensure that the needs of students with special educational needs are met
- identify and assess formally and informally at an early stage, what and where the needs are and how best they can be met, based on an inclusive curriculum model
- act on admissions information relating to special educational needs
- foster good practice and to ensure that students with special educational needs have access to a broad, balanced and relevant education and curriculum, allowing all students to reach their full potential and enhance their self-esteem
- work in partnership with students, parents, external support services and agencies to ensure that students with special educational needs make good progress
- raise staff awareness of and expertise with SEND through INSET for existing staff and induction for new staff
- provide and maintain appropriate resources within a balanced and broadly-based curriculum in a way that supports children with SEND

- ensure records relating to SEND follow the child through the school and are clear, accurate and up to date
- ensure best value for SEND expenditure and to seek adequate external support and funding to meet the needs of pupils with special needs or disabilities

5. ROLES AND RESPONSIBILITIES

(a) The SENDCO

The SENDCO at Sutton Grammar School is Mr Tim Bass. He will:

- Work with the Senior Leadership Team and SEN trustee to determine the strategic development of the SEND policy and provision within the school
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and the Trust board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- Ensure that the school keeps the records of all students with SEN up to date

(b) The SEND trustee

The current SEND trustee at Sutton Grammar School is Mrs Amanda Nobel. In this role, she will:

- Help to raise awareness of SEND issues at meetings of the Trust
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Trust on this
- Work with the Senior Leadership Team and SENDCO to determine the strategic development of the SEN policy and provision in the school

(c) The Headmaster

The Headmaster will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

(d) Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any LSAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this policy

6. IDENTIFICATION OF STUDENTS WITH SEN AND ASSESSING THEIR NEEDS

(a) In accordance with the SEND Code of Practice (2014) children and young people's SEN are thought of in the following broad areas of need and support:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, anxiety or depression
- Sensory and/or physical needs, for example, visual impairment, hearing impairments, processing difficulties, epilepsy

The school's aim is to identify students with SEN as soon as possible to engender the provision of targeted support. We assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all students and students will be identified whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

When a student is known to have a special educational need, the Headmaster, SENDCO, departmental and pastoral colleagues should:

- Use information from the pupil's primary school to provide starting points for any necessary adaptation to the curriculum for the student
- Identify and focus attention on the student's skills and highlight areas for early action to support the student within the class

- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps in the student's learning
- Involve the student in planning and agreeing and reviewing targets to meet their needs
- Involve parents in developing and implementing a joint learning approach at home and in school
- Hold meetings concerning student progress between the SENDCO and members of the Senior Leadership Team
- Provide reports to parents/carers and trustees

(b) Procedures

Procedures in place include:

- Liaison among the school's Registrar, SENDCO and Head of Lower School in the summer term about information of the special educational needs of the new intake of Year 7 students after contact with the primary schools
- Form tutors and other members of staff are briefed by SENDCO at the start of the academic year
- Students may also be identified by low academic attainment, school medical checks, and individual members of staff and/or students themselves
- SENDCO meetings with the Head of Academic Progress to monitor students on the SEND Register
- Regular discussions within the Pastoral Board about the progress of pupils on the SEND Register
- Regular review and updates to the SEND Register, including in the Summer term, after examinations, feedback from subject heads, and pupil target reviews
- Keeping records of meetings by SENDCO and senior management
- All departments identifying students who are experiencing difficulties in their subject; SENDCO collating this information at the start of the new academic year so that heads of departments and heads of year, with SENDCO, can identify and support those students needing help
- Autumn term meeting of SENDCO and the Examinations Officer to discuss arrangements for students needing special arrangements for examination entries

7. CURRICULUM, TEACHING AND SEN SUPPORT

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class (Teachers' Standards 2011, Department for Education). At Sutton Grammar School, teachers' planning for lessons is based around prior attainment of individuals and groups within the class including individual pupils with SEND. Grouping arrangements are coordinated carefully to maximise learning opportunities. Additional adult support may be used to help groups or individuals in group tasks and with private study, aiming to facilitate inclusion and promote independence. We differentiate the curriculum to support students with special educational needs and, in exceptional circumstances, a lighter programme with fewer GCSE subjects may be employed.

Information about each pupil with SEND is held on the SEND register. The SEND register is accessible to all staff and is updated regularly with personalised differentiation and guidance strategies provided. The register is amended by the SENDCO on an ongoing basis, after consultation with the pastoral team. We also keep a list of students of concern for pupils

who do not meet the threshold for SEN support but who we feel may require enhanced monitoring and guidance.

In accordance with the SEND Code of Practice (2014), students with SEN may have objectives set for them within lessons that are 'additional to' or 'different from' those normally provided as part of the differentiated curriculum. This may lead to teachers anticipating and encouraging different and personalised outcomes from learners working with the same lesson content.

Some students may also meet regularly with a member of teaching staff to review academic progress and the findings from these meetings may be used to provide additional guidance to teaching staff to help the pupils in accessing the curriculum.

Students will be offered SEND support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all students, in accordance with the definition of SEND in the SEN Code of Practice (2014). Under-achieving students and students with EAL who do not have SEND will not be placed on the list of pupils being offered additional SEND support but will be monitored by Heads of Year and any concerns raised will be communicated to the SENDCO.

SEND Support follows the "Assess, Plan, Do, Review" cycle recommended in the SEND Code of Practice (2014), using individual provision maps (IPM) to detail advice to staff and differentiation strategies to promote inclusion in all curriculum areas, extra-curricular activities and personal and social development.

The SENDCO and the student's subject teachers should decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:

- to provide learning materials or special equipment
- to provide some group or individual support - e.g. sixth form mentoring or further adult attention at specially-arranged sessions
- to undertake staff development and training, aimed at introducing more effective strategies
- to employ LA support staff for one-off occasional advice on strategies or equipment, or for staff training in order to provide effective intervention without the need for regular or ongoing input from external agencies

8. TRANSITION

Students joining our school who have special educational needs will have careful transition arrangements. These may be decided after consultation with their previous school, their parents/carers, the student and key staff at the school. A transition meeting may be necessary, along with visits to the previous school and observations of the student in that setting.

Students moving between year groups and key stages will have support from the pastoral team in the school. Where a change of form tutor occurs, there is a continuation of support and the transfer of key information occurs in a meeting between the existing and the next tutor.

The majority of students at our school go on to study for undergraduate degrees at higher education institutions such as universities. Support for students who are making this

transition is available and information can be provided to the university to enable the continuation of support.

9. SEND STUDENTS AND PUBLIC EXAMINATIONS

Appropriate arrangements are made for those students with SEND requiring additional support in statutory tests. These may include a scribe, reader, offer of extra time, a laptop, enlarged papers and help with recording, in line with examination board regulations.

10. STAFF TRAINING

All new staff and trainee teachers are briefed fully on SEN policies, procedures and practice, as part of their induction to the school.

The SENDCO is responsible for the planning and delivery of an on-going programme of INSET for staff to ensure that they have the necessary knowledge and skills to carry out their responsibilities as a classroom teacher regarding SEND.

LSAs receive regular INSET, both in-house, and carried out by the local authority when deemed necessary to address specific or current issues.

11. COMPLAINTS ABOUT SEN PROVISION

The school's complaints procedure can be found on the website.

12. MONITORING ARRANGEMENTS

This policy will be reviewed by the Deputy Head, Ms Kate Ross, every three years. It will also be updated if any changes to the information are made prior to this review date.

It will be approved by the Trust.

13. LINKS TO OTHER POLICIES AND DOCUMENTS

This policy links to:

- The school's contribution to the Sutton Local Offer
- SEN Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Supporting students with medical conditions policy