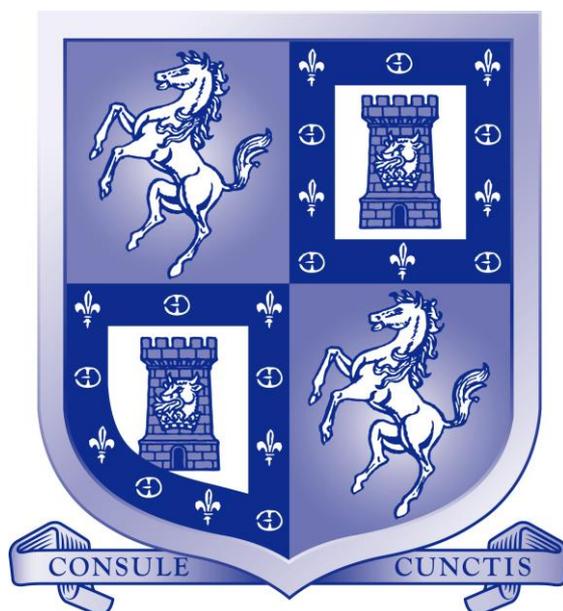


GRAVESEND GRAMMAR SCHOOL



Special Educational Needs Policy

Date Policy Originated/Amended	Date Policy Approved by GGS Governing Body	Signature
July 2011		G Ralph
October 2011	08/12/11	G Ralph
	05/12/12	J Hill
November 2013	04/12/13	G Ralph
June 2015	25/06/2015	Ms J Murray

[Next Review Due – Summer 2016]

An Academy in The Gravesend Grammar School Academies Trust

Gravesend Grammar School
Special Educational Needs Policy

SEN Co-ordinator: Mrs Claire Warner (Mrs Susan Humphrey – acting)

Link Governor: Mrs Anne McLean

Chairman of Governors: Ms Janet Murray

Headteacher: Mr Geoff Wybar

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Reference is made to:

- ◆ SEND Code of Practice July 2014
- ◆ Children and Families Act 2014
- ◆ The Education Regulations 1999
- ◆ SEN and Disability Regulations 2014
- ◆ The Equality Act 2010

SECTION A: SCHOOL ARRANGEMENTS

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at Gravesend Grammar School.

The SEND Code of Practice 2014 and Part 3 of the Children and Families Act 2014, have been taken into consideration in the formulation of this policy.

Children have SEN if they have a learning difficulty or disability which calls for Special Educational Provision to be made for him or her. Special Educational Provision means: “for children of two or more, special educational provision is educational or training provision that 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. (SEND CoP 1.xv)

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Aims

- ◆ To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- ◆ To ensure that these children are given appropriate support to allow every child full access to the Curriculum in a positive framework.
- ◆ To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- ◆ To involve parents, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategy as adopted by the school.

Objectives

- ◆ To provide a broad, balanced and suitably differentiated curriculum relevant to students needs.
- ◆ To demonstrate that meeting the needs of children’s learning and/or behaviour is part of high quality mainstream education.
- ◆ To plan for any pupil who may at some time in their education have special educational needs.

- ◆ To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- ◆ To give every child the entitlement to a sense of achievement.
- ◆ To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- ◆ To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs.
- ◆ To regularly review the policy and practical arrangements.

Roles and Responsibilities

All members of the School community work towards the school's aims by:

- ◆ Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- ◆ Sharing a commitment to inclusion.

The Governing Body in co-operation with the Headteacher, determines the School's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEN policy.

- ◆ The Governing Body has appointed Mrs Anne McLean as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs (CoP 6.3).

The Headteacher has overall strategic responsibility for overseeing the provision for children with special educational needs and keeping the Governing Body fully informed. The three Assistant Heads of School for Key Stages 3, 4 and 5 have particular responsibility for monitoring this provision and evaluating the success of this policy and ensuring that necessary revisions are undertaken. They work closely with the SEN Co-ordinator and other support teams in the school such as the Learning Facilitators and Student Support officers with whom regular meetings are scheduled.

Their role in this area is to monitor assessment data and communicate regularly with Heads of Subject to identify pupils who are underachieving academically or struggling in other aspects of their personal and school life, and then coordinate with relevant colleagues to deploy support staff and other strategies to meet their needs. The pupils with SENs will be among those that they monitor in this way.

Co-ordinating and Managing Provision

The SEN Co-ordinator (SENCO) is responsible for:

- ◆ The daily implementation of the school SEN policy.
- ◆ Liaising with and advising teaching staff and Learning Facilitators on SEN matters.
- ◆ Managing SEN Learning Facilitators in conjunction with Assistant Heads of School
- ◆ Co-ordinating the provision for children with SEN.
- ◆ Overseeing the records of all children with SEN.
- ◆ Contributing to the in-service training of staff.
- ◆ Liaison with parents and external agencies including the LA's support and Education Psychology Service, Health & Social Services and Voluntary bodies (SEND CoP 5.32 and 6.35).

All teaching and non-teaching staff are involved in the development of the School's SEN policy and must be fully aware of the School's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. Teachers have responsibility for managing the work of the LFs deployed in their class.

Specialisms and Special Facilities

The School is supportive of pupils who find that using a laptop/chrome-book in class helps to overcome their particular difficulty where subject teachers agree that it is appropriate. The school provides a limited number of laptops/chrome-books for pupils with SENs to use where there is particular need and/or parents are unable to afford one. It also provides 'Spell Checkers' to dyslexic and other pupils who find them helpful.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

Identification, Assessment and Monitoring.

This follows a graduated approach as required by the 2014 SEND Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers 3 principles for inclusion:

- ◆ Setting suitable learning challenges.
- ◆ Responding to pupils' diverse needs.
- ◆ Overcoming potential barriers to learning and assessment.

A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Paragraphs 6.28-6.35 of the SEND Code of Practice 2014, describe 4 broad categories of need:

- ◆ Communication & Interaction (Language & Autistic Spectrum Disorders).
- ◆ Cognition & Learning (General Learning & Specific Learning difficulties).
- ◆ Sensory and/or Physical needs.
- ◆ Social, Emotional and Mental Health Difficulties.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Gravesend Grammar School, we identify the needs of pupils by considering the needs of the whole child, which will include not just their SEN. Assessment of the child's needs will be undertaken in partnership with the school, child and their parents/guardians.

SEN Codes

SEN: Assessment

The school's register uses the term 'SEN Assessment' to designate pupils who are suspected of having an SEN and for whom clarifying investigations and assessments are being carried out. The statutory terms K and EHCP are only used with reference to pupils who meet the official SEN Register criteria and are included in annual SEN census reports to the LEA.

SEN: Monitor

The school applies a graduated response to pupils with SENs and arranges the additional and different provision required to enable the child to make adequate progress. A Monitoring Plan (MP) will be provided where the school's Special Educational Needs register given to staff does not provide enough information or structure for support.

Clear targets are set with a date for review. Subject teachers make appropriate arrangements for differentiating the curriculum and providing additional support for the child, guided by the PEPs and Register regularly updated by the SENCO and written guidelines for strategies that help with particular SENs.

SEN: K

If there is inadequate progress at Monitor stage, subject teachers, in conjunction with the SENCO, will assess the child's difficulties using a range of assessments. A Personal Education Plan (PEP) will usually be devised. The Personal Education Plan may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. By definition, SEN Code K involves the support and advice of outside agencies such as Pupil Support Services, Educational Psychology & Health Services.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with SEN are met effectively.

SEN: Education and Health Care Plans

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (formerly known as the Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an EHCP is necessary, then the pupil's SEN and provision will be summarised in the EHCP document. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the EHCP.

Additional procedures:

A 'Special Educational Needs Register' is available to all staff and updated regularly. This includes information about pupils with SENs and pupils with medical needs that staff need to be aware of.

Providing Curriculum Access and Inclusion

Pupils with special educational needs will have access to a balanced and broadly based curriculum, with the opportunity to join in all the activities of the School. The National Curriculum Inclusion Statement states that 'teachers should set high expectations for every pupil, whatever their prior attainment. In order to achieve this aim, different teaching strategies are used depending upon the nature of the child's needs.

The National Curriculum Inclusion Statement offers a useful form of words, which might be paraphrased as follows:

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

- ◆ Inclusive ethos.
- ◆ Broad and balanced curriculum for all pupils.
- ◆ Systems for early identification of barriers to learning and participation.
- ◆ High expectations and suitable targets for all children.

Evaluating Success

The success of the School's SEN Policy and Provision is evaluated through:

- ◆ Monitoring of classroom practice by the SENCO, LF's, subject co-ordinators, Heads of School and Assistant Heads of School.
- ◆ Analysis of pupil tracking data and test results:
 - For individual pupils,
 - For cohorts.
- ◆ Value-added data for pupils on the SEN register.
- ◆ Termly monitoring of procedures and practice by SEN Governor.
- ◆ School self-evaluation, using a variety of approaches.
- ◆ The School Development Plan/SEN Development Plan.

Complaints

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should be addressed in the first instance to the Form Tutor and subsequently the SENCO if required. If they feel their child's needs are still not being met, they should make an appointment to see the relevant Assistant Head of School or Headteacher. If, however, parents are still concerned they may contact the governor responsible for SEN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The School will inform parents of these services.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

The auditing of training needs is based on the National Standards for SENCOs.

- ◆ SENCOs, Teachers and LFs will attend SEN courses which are of interest and have a particular bearing on children they are supporting.
- ◆ Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEN children. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEN.
- ◆ NQTs will access specific training and induction programmes.

Partnership with Parents and Pupils

We aim to promote a culture of co-operation with parents, pupils, schools, and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENCO.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal communication and through meetings.
- Providing access to the SENCO to discuss the child's needs and approaches to address them, perhaps using a Personal Education Plan.
- Supporting parents' understanding of external agency advice and support.
- Undertaking Annual Reviews for children with EHCPs.

The SEND Code of Practice 2014, states that 'LAs must engage young people directly in developing and reviewing [their SEN arrangements].'

In this School we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education.
- Encouraging self-advocacy and independence.

Working in Partnership with Other Agencies

External Support Services

The School has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENCO and these services.

Links with other Schools

- ◆ We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.
- ◆ We will consult the LA and governing bodies of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- ◆ We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate, make joint planning arrangements.

Appendix (1) GGS Personal Education Plan

Name:		Form:		Form Tutor:	
Date of this PEP:		Date for next review:			
Persons responsible for regular monitoring of progress : (Usually form tutor or LSA)		Persons responsible for official reviews:			
Background Information:					
What is the nature of the Special Educational Needs?					
When it was diagnosed:			By Whom:		
How it affects the student:					
Academically			Personal feelings about it		
General teaching strategies that the student has identified as being helpful:	<ul style="list-style-type: none"> • • • • 				
Targets achieved through previous PEPs:	<ul style="list-style-type: none"> • • • • 				
Resources such as laptops and spell checkers used:					
Resource	Who owns it		When it is used		
General guidelines for relevant SENs that teachers should refer to:					

New Targets

Targets to be achieved	What we expect to see happening by the next review	Possible resources and techniques to use	Things teachers can do to help if appropriate
1			
2			
3			
4			

Entitled to extra time in exams?		EAL?	
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Key things that teachers should remember to do in class:

Things that Parents/Guardians can do to help:

Signed:

Pupil:	Parent/Guardian:	Senco:
Date:	Date:	Date: