



Calday Grange
Grammar School

SPECIAL EDUCATIONAL NEEDS POLICY

To be Approved by Full Governing Body: 12th January 2019
Date of next review: December 2019

Introduction:

In accordance with our mission statement Calday Grange Grammar will seek to ensure that all of the requirements of the Children Act (1989), the Equality Act (2010) and the Special Educational Needs Code of Practice: 0-25 Years (2014) regarding a student's entitlement to an education appropriate to their age, ability, aptitude and special educational needs are met. The school values the contribution of every student and welcomes the diversity of culture, religion and intellectual style. It is the general policy of the school that all students should be given the opportunity to fulfil their true potential. We therefore recognise that students can be exceptionally able and have special needs. Subject to advice, students will, as much as is practicable, receive education suited to their needs and abilities within the context of a grammar school.

Definition of Special Educational Needs (SEN):

The SEN Code of Practice: 0-25 years (2014) states that 'a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.' Where a child or young person has a disability or health condition which requires educational provision to be made they will be covered by the SEN definition:

A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. Have significantly greater difficulty in learning than the majority of children of the same age and ability
- or
2. Have a disability which prevents or hinders the child making use of educational facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post 16 institutions.

Areas of SEN

Special educational needs and provision can be considered as falling under four broad areas:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical (see Appendix 1 for further details)

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. We recognise the importance of carrying out a detailed individual assessment of each student at the earliest opportunity to make an accurate assessment of their needs, making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs. The SENCO and Learning Support Teacher will seek advice and support on the effective use of specific interventions from external specialists as necessary.

Special Educational Needs arise from:

- student's experiences of a social/psychological nature which inhibit their learning.
- physical disabilities which inhibit their movement or sensory difficulties which affect their participation, access or pace of work.
- children with a specific learning difficulty, e.g. dyslexia.

All students with SEN are valued, respected and equal members of the school; therefore provision for students with SEN is a matter for the school as a whole. All teachers are teachers of students with SEN. The Governing Body, Head teacher, Special Education Needs Co-ordinator (SENCO) and all other members of staff have important responsibilities.

Aims:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEN.
- To enable students with SEN to maximise their achievements.
- To ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.
- To ensure that all students with SEN are offered full access to a broad, balanced and relevant curriculum including the National Curriculum.
- To work in conjunction with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the student into account.

Roles and Responsibilities:

- The SENCO is responsible to the Head Teacher.
- The SENCO is responsible for:
 - screening
 - monitoring
 - assessment and examinations
 - self-evaluation of provision
 - dissemination of information
 - administration
 - staff development and training in the area SEN
- Following identification, she will arrange an appropriate course of action and where necessary devise a Student Support Plan for the student in conjunction with the Learning Support Teacher, teaching staff and outside support agencies if appropriate.
- The SENCO will ensure that she is kept up to date with the requirements to implement an effective SEN provision.
- The nominated SEN Governor will monitor the implementation of the provision.

Admission Arrangements:

The Governors are responsible for the admission arrangements. The school acknowledges its responsibility to admit students with SEN, as well as identifying and providing for those not previously identified as having SEN.

The admission arrangements for students with special needs but without an Education, Health and Care Plan (EHCP) are the same as those for all students. However, access arrangements will be arranged for students with a special need as directed by the LA.

Students who already have an Education, Health and Care plan are placed by the LA, who make every effort to comply with parent and student preference in accordance with the LA's and the school's admissions procedures.

Specialised Provision:

The Learning Support Department is staffed by a specialist teacher, 7 Learning Support assistants, 2 Learning Mentors and a departmental support worker. A school counsellor is available by appointment.

Allocation of Resources:

With individual needs in mind, access by wheelchair has been improved as far as architecture will allow. The provision of specific material is developing, as the need arises, for hearing deficiency, visual impairment and communication/writing difficulties. It is especially important in the light of the limited experience of some aspects of Special Educational Needs that access to support agencies is readily available.

The school identifies students' needs which are not provided directly by the budget; currently the school expends more on SEN support than it receives.

Identification:

Information about a student will be obtained from his/her parents/ carers and previous school. Year 7 students will also have scores recorded from tests taken for the admission process and literacy and mathematics tests taken early in their first year. A student information sheet also provides details of medical information. This information will be recorded in the student's file on SIMS and the school Concerns Register and is regularly updated. Further information covering the provision of learning support, specifically Student Support Plans, are available both on SIMS for students who receive targeted one to one support and on the school administration system for others on the Concerns Register with an individual need. Further pastoral information, such as attendance data, behaviour and intervention data is also included.

This information is made available to staff not only at the beginning of the year but also throughout the year. The information will, therefore, be passed on to staff at the start of the academic year and a full copy of the Concerns Register is made available on the school administration system. All staff will be provided with the details of the tests given to Year 7 and, where applicable, significant results highlighted. A medical list will also be made available to cover information and advice where necessary.

In summary;

- Liaison with primary school, KS2 results.
- Literacy testing on admission (Y7).
- Liaison with feeder school for post-16 students.
- CATs Tests
- Staff referrals
- Parental requests

Using the above information the school can identify those students who perform significantly below their potential.

Level of Intervention:

Having identified the need for intervention, the student will be put on the Concerns Register and a Student Support Plan (SSP) will be drawn up indicating their difficulties and developing targets for them to achieve. At this stage, staff, students and parents will be consulted. Usually, the targets will be achievable within lessons, but occasionally the student will benefit from support from a specialist teacher:

Stages of Intervention:

Level 0

Individual Needs catered for by differentiated teaching methods - Class or subject teachers identify a child's special educational needs and, in consultation with the school's SENCO, gather information and take initial action within the classroom.

Support

SSP to raise awareness and, where appropriate, advice on classroom strategies.

Level 1

The school's SENCO is responsible for managing the child's SEN provision, together with the child's teachers. Teachers and the SENCO may be supported by specialists from outside the school.

Support

SSP to raise awareness and advise on classroom practice, SEN interventions including small group support for reading and comprehension and timetabled one to one support with the Learning Support teacher, medical/ physical support to enable access

Level 2

The LA considers the need for an assessment and, if appropriate, will make a multidisciplinary assessment. This will result in an Education Health Care Plan or an Individual Pupil Funding Agreement if the student has social and communication difficulties/ ASC/ Aspergers.

Support

EHCP Level 2 (Internal) or EHCP Level 3 (External) – Statements/ IPFAS-external funding for interventions such as Learning Support Assistants. Interventions are planned in conjunction with external agencies

Student Support Plans:

An SSP contains all the information subject teachers require to give each student with special needs appropriate help and, if necessary, differentiated material.

The plan will include:

- The student's name, age and form.
- Identified area of difficulty
- The student's strengths.
- Approximately three targets which must be short and manageable.
- Teaching and Learning strategies across the curriculum.
- Details of additional support and resources to be used.
- Involvement of students and parents.
- A review date.

The SSP will be reviewed twice yearly. The first occasion will be with subject teachers at the annual parents' evening and the final review in the summer term when the student will either;

- continue with the current targets, if they have not been achieved
- be given new targets
- will be supported outside the classroom intervention stage Level 1
- will be moved to additional SEN Support and student placed on the SEN register
- An application will be made for an Education Health Care Plan

Staff, parents and students will be consulted during the review.

Students with an Education, Health and Care Plan (EHCP)

Wirral LA will normally decide to produce an Education, Health and Care Plan only when it concludes that the special educational provision necessary to meet the student's needs cannot reasonably be provided within the resources available to the school. An Education, Health and Care Plan specifies the special educational provision the student should have and the type of school the child should attend. LAs have a duty to arrange the provision specified.

Annual Reviews of Statements

The review of statements must be carried out at least every 12 months (the annual review) to check the student's progress and the Education, Health and Care Plan's continuing relevance. The head teacher/ SENCO must seek advice from interested parties, arrange the annual review meeting and submit a subsequent report on the meeting to the LA and to everyone concerned in the review. The view of the young person should be sought and they should be invited to the annual review meeting.

The annual review should aim to:

- assess the student's progress towards meeting the objectives specified in the Education, Health and Care Plan and to collate and record information to help in planning support for the student
- assess the student's progress towards meeting the targets set during the previous review
- review the special provision made for the student, including the appropriateness of any special equipment provided
- consider the continuing appropriateness of the Education, Health and Care Plan in the light of the student's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the Education, Health and Care Plan or whether to make any amendments
- set new targets for the coming year, if the Education, Health and Care Plan is to be maintained.

Transition planning

The annual review in Year 9 and subsequent reviews until the young person leaves school must include a Transition Plan. This Year 9 annual review should also involve agencies (such as health and social services) who will play a major role during the young person's post-school years.

Access to the Curriculum:

All students have the entitlement to a broad, balanced and relevant curriculum. All students with SEN are taught in mainstream classes by subject teachers and study the curriculum appropriate for their age. All teaching staff in their planning and teaching endeavour to;

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to learning and assessment

With the advice from and the support of the SENCO, teachers match the learning to the needs and abilities of the students. They use a range of strategies to develop students' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable students with SEN to access the learning or the assessment processes.

Access to the Wider Curriculum:

In addition to the statutory curriculum, the school provides a wide range of additional activities. Students with SEN are encouraged, as with all our students, to join in and benefit from these activities.

Monitoring and Evaluating:

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, when appropriate, the Governing Body reports to parents upon the quality of provision for students with SEN.

The school employs the following methods to gather data for analysis:

- Regular observation of teaching.
- Analysis of the attainment and achievement of students.
- Post - 16 destinations of students.
- Regular monitoring by the Governing Body/SEN Governor
- Maintenance of assessment data that illustrate progress over time
- Effective communication between SENCO and form/subject teachers; Heads of Faculty and Heads of Year

As a result of the above the school will report annually upon its successes and identify aspects for future development.

Arrangements for Dealing with Complaints from Parents:

Follow the guidance in the school Complaints Procedure.

Arrangements for In-service Training

The SENCO and Learning Support Teacher will attend relevant local and national courses/conferences.

INSET for teaching staff

The Learning Support department will raise awareness of SEN provision amongst teaching staff and if, appropriate, support staff through dissemination in appropriate meetings/groups.

Links with Other Schools, Teachers and Facilities

The school will maintain a working relationship with other schools.

Parents of Students with SEN:

In accordance with the Special Educational Needs Code of Practice: 0-25 Years (2014), the school believes that all parents of children with SEN should be treated as equal partners. The school's aim is to always reach a joint, agreed approach in relation to the planning of provision for students with SEN. We work in consultation with parents when identifying and agreeing specific levels of intervention and support and as such they are consulted when writing and reviewing SSPs. The school seeks to provide user-friendly information and endeavours to ensure that parents/carers understand school procedures and are aware of how to access advice. Parents will be supported and are empowered 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 Special Educational Needs Code of Practice: 0-25 Years (2014).
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special education provision.

APPENDIX

1. Areas of Special Educational Need

a) Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication. Children and young people with an Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

b) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress. Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and

young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care. A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

c) Social, mental and emotional health

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. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder. Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their students and students with emotional, social or mental health difficulties. This should be described in their published SEN policy and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

d) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section. Some children and young people require special educational provision. It is this group that should be identified as having a SEN. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young

people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made. The specific duties that schools, early years providers, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010 the key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people;
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage. The duties on early years providers that are not schools cover discrimination in the provision of services: the terms on which services are provided; the termination of a service; and any other detriment. Early years providers that are not schools are required to make reasonable adjustments to procedures, criteria and practices; by the provision of auxiliary aids and services; and by physical alterations. The duties on schools cover discrimination in admissions; the provision of education and other benefits, facilities and services; exclusions and any other detriment. Schools are required to make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Schools **must** also publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access, for disabled students, to the curriculum, the physical environment and to information. Plans and strategies **must** be reviewed and revised every three years.
- Governing bodies and proprietors **must** 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 their accessibility plans. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The Department publishes detailed guidance for schools on their duties under the Equality Act 2010 which is available on the Department's website. The Equality and Human Rights Commission also provides technical guidance for school and FE institutions and guidance on reasonable adjustments.

2. THE PROCEDURE FOR SCHOOL BASED ACTION FOR STUDENTS WITH SEN

The responsibility for managing the learning of any particular student in the classroom lies with the class teacher. The identification, communication and initial action are the responsibility of the class teacher. If a student is not, for whatever reason, reaching his/her potential this is a cause for concern. The student needs to be made aware of this concern and needs to be involved at all stages.

The class teacher will assess the nature of the problem, adopt strategies to meet the needs of the student and monitor progress. It is the role of the Pastoral team to record the concern, broaden the scope of the information gathering and assessment and provide advice and support. If the problem is specifically subject based, support and advice should be available from the Faculty.

Special Educational Needs Code of Practice: 0-25 Years (2014) makes it clear that the responsibility lies within the classroom in the early stage. It is, therefore, necessary to have a clear statement both of the concern, the action taken and the effect of that action. At this stage the subject teacher should raise the concern, either in writing or email, with the student's Form Tutor who will assess the gravity of the situation. In normal circumstances the concern will be noted and a brief discussion with the student is all that will be required. If there are serious problems raised, or one or more concerns from subject teachers, the situation needs to be referred to the relevant Head of Year. Problems with work-related origins will be discussed with the SENCO and Learning Support Teacher and strategies for in-school support will be adopted.

Individual support is provided by Mrs E Holmes and managed by Mrs V Storey. Referral to the Learning Support department is open to staff and parents via the Head of Year, sometimes in conjunction with the relevant Head of Faculty.

Referral is followed by a diagnostic analysis and the establishment of a programme of support. Details of the programme and appropriate advice will be passed on to parents and teachers. The progress of students in the Support Programme is reviewed half yearly and appropriate action taken as to continuation, modification or discontinuation of support.

If, in the opinion of the SENCO, the strategies adopted require support from agencies outside the school, these will be contacted. These agencies such as educational psychologists, Education Social Welfare, School Medical Support Service and Child & Adolescent Mental Health Service require formal reference. Students will be placed on the Special Needs Register at the appropriate level of intervention.

2. THE PROCEDURE FOR EARLY INTERVENTION (students not realising their literacy potential)

Very often students of above average ability excel at one aspect of literacy whilst not realising their potential in other aspects. Provision is made at Calday for those students to take advantage of the Advanced Learning Programme; put into place to enhance and realise a student's potential in all areas of literacy. This is detected, early in Y7, by diagnostic screening tests on admission. An individual programme of work is quickly implemented to enable the student to become confident in all elements of literacy.

3. EAL

School /class ethos

- recognise the student's home language - this doesn't mean they have 'no' language, they have a different language/s
- classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- boost the student's self-esteem
- it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success
- literacy in a home or community language can support English literacy

Identifying students' strengths

- students from other language backgrounds have a wide variety of cultural, linguistic and educational experiences
- see the cultural differences brought by the student to the class as a bonus and use this in your teaching
-

Expectations

- have high expectations - expect students to contribute and to give you more than one-word answers
- most bilingual students are capable of high achievement, even when they are beginners in English
- the literacy goals in English are the same for all students; many bilingual students will also become literate in one or more other languages
- the process of becoming literate in either a first or an additional language has both similarities and differences - knowledge of the particular features of the student's home language can support this.

Teaching and learning strategies

- ensure that EAL student are set appropriate and challenging learning objectives
- recognise that EAL students need more time to process answers
- talking about language and literacy with peers and adults is essential - it helps students to use their home language when talking about literacy, even when their goal is literacy in English
- report any racist incidents to The Director of Student Services
- allow students to use their home language to explore concepts
- give newly arrived students time to absorb English (there is a recognized 'silent period' when students understand much more English than they use - this will pass if their self-confidence is maintained)
- group students - to ensure that EAL students hear good models of English, wherever possible, they should be grouped with higher-attaining students when speaking and listening work is being undertaken
- bilingual support from either fellow professionals, or from volunteers (such as parents) is invaluable in supporting students learning EAL, to ensure that they understand the concepts and vocabulary
- use collaborative learning techniques - encourage students to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work or report for the class; this is a valuable strategy for promoting learning for EAL students. It is beneficial to allow EAL students to work together, so that they can discuss their work in their home language before using English.
- Students are referred to Mrs V Storey SENCO who will organise appropriate support.

Assessment

We will

- Assess students' competence in EAL
- Work with the EAL teacher or a member of a translation service to make an assessment of the student's proficiency in English; students learning EAL will be assessed in relation to the National Curriculum standards and expectations as early as possible in their school career. QCA and KS3 National Strategy produce support material for assessment. The LA has a MEAS department which is able to offer support and assessment.