

Heckmondwike Grammar School

Policy: Special Educational Needs and Disabilities

Status: Statutory

Last revision by: S Barton

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Action	Date	By whom
Saved in Staff Shared Drive	March 2021	DJN
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In review schedule	October 2021	SAB

HECKMONDWIKE GRAMMAR SCHOOL ACADEMY TRUST

Heckmondwike Grammar School Vision

Our vision is for a school in which students feel happy and safe and are challenged and supported to achieve the highest possible academic standards. They are encouraged to participate and excel in a wide range of creative, sporting and cultural fields. They will develop the skills and qualities that will make them healthy, adaptable, responsible citizens of the future and enable them to make a profound contribution.

Additional Needs Policy (SEN and Disability)

This Special Educational Needs and Disability Policy provides the details of the practices and procedures that Heckmondwike Grammar School is required to follow in order to ensure every student has the best opportunity to access the curriculum. We are committed to the removal of barriers to learning for all students regardless of need. By an Additional Needs approach we ensure that all elements of Every Child Matters are met and that a holistic approach to provision can be structured. We are committed to ensuring that children and young people with SEND or disabilities can reach their potential both academically and socially and strive to prepare them for adulthood.

The SEN and Disability Code of Practice (2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

Definition of Special Educational Needs

The SEN Code of Practice (2015) defines special educational need in the following terms:

A child has a SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he has a significantly greater difficulty in learning than the majority of children his age or he has a disability which prevents or hinders him making use of facilities of a kind generally provided for others of the same age.

Disabled Children and Young People

Many children and young people who have SEN may have a disability under the Equality Act (2010) – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’. Long term is defined as ‘a year or more’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. There is a significant overlap between disabled children and young people and those with SEN, although those with disabilities may not necessarily have SEN.

The Equality Act 2010

As a school, we have an obligation to:

- Make reasonable adjustments, including the provision of auxiliary aids and services and physical alterations
- Avoid direct or indirect discrimination against children and young people and strive to eliminate this

Principles

- The Governing Body will do its best to ensure that the necessary provision is made for any student who has special educational needs and / or a disability.
- To ensure that children and young people and parents are involved in decision making at individual and strategic levels.
- To place a strong focus on high aspirations and improving outcomes for all children and young people through high quality provision.
- To create and maintain strong links and co-operation between the school and other agencies concerned with education, health and social care.
- To enable children and young people with SEN and disabilities to succeed in their education.
- The school will not refuse admission to any student who fulfils our admission criteria but has a special educational need or disability.
- In the case of children and young people with an Education Healthcare Plan, we will be open and honest about our provision. Should we feel that we are unable to meet a child or young person's needs fully, we may make the decision to not be named as a provider. However, should we believe this to be the case, we will communicate fully with parents and SENACT and explain our reasons in depth.
- Every student is entitled to benefit from access to a curriculum and a range of learning experiences of the highest standard, irrespective of gender, ethnic background, age or ability.
- Students benefit from access to a curriculum which is rigorously planned to ensure it meets their needs.
- Where a student need is identified appropriate provisions will be implemented to allow students and staff to remove barriers to learning.

Special Educational Needs and Disability

Heckmondwike Grammar School ensures that for all students we meet the requirements of the SEN Code of Practice (2015).

The SEN Code of Practice

The SEN Code of Practice gives practical guidance and details the statutory obligations for those working with children and young people aged 0-25 with special educational needs or disabilities. All parties are required to have regard to this Code.

The Code sets out guidance on policies and procedures aimed at enabling students with special educational needs and / or disabilities to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. For the vast majority of children with SEND a mainstream setting will meet all of their special educational needs.

The SEN Code of Practice recommends schools adopt a graduated approach to match provision to children's SEN so that, where necessary, increasingly available specialist expertise can respond to a child's individual needs if they do not make adequate progress.

It also provides advice on carrying out statutory assessment of a child's SEN and of making and maintaining an Education Health and Social Care Plan of SEN for children with severe and complex needs; carrying out annual reviews and planning for young people with SEN and disabilities to make the transition to adulthood. The Code emphasises the importance of involving children and parents in decision making and of effective multi-agency working to combine services around the needs of the child and their families.

Whole School Special Educational Needs and Disability

As a school, we firmly believe that every teacher should be a teacher of special needs and disabilities.

The Code of Practice clearly states that 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people' (14: 1.24). We define this as Wave 1; a positive whole school approach in which the majority of needs will be met.

All staff have access to appropriate support documentation for SEND students and are expected to plan in accordance with the information to allow all students to have access to the curriculum. Staff will be presented with opportunities to access training to ensure that they have the requisite knowledge to offer teaching and learning experiences to allow us to meet our principles.

Identifying Special Educational Needs

Students' needs may have been identified and met prior to joining Heckmondwike Grammar School. Transfer data is critical in providing an early response to student needs; the SENDCo and Assistant Headteacher coordinate with the pastoral team, parents and primary schools to ensure smooth transition processes. Potential areas of difficulty should be identified at the outset by parents, the student or previous school in order to enable us to address them at Heckmondwike Grammar School.

Subject teachers, supported by the Senior Leadership team, make regular assessments of progress for all students. During this process, we seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised as progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Parents and students are encouraged to discuss any concerns with the SENDCo if they believe there are SEND issues that have not been previously identified.

Any member of staff, a parent or student can make a SEND referral to the SENDCo using the SEN and disability referral form (see Appendix 1). If a referral is made by a member of staff, the SENDCo will arrange an initial meeting with the student to discuss this and decide on the next steps before any other action is taken. Parents will be involved in the process and any decisions taken will be informed by the insights of parents and those of the child / young person. This will then be followed by the SENDCo seeking feedback and evidence from subject teachers in order to gain an understanding of the student's needs and difficulties across the whole curriculum. Should this reveal commonalities, the SENDCo will investigate further; this may involve conducting psychometric testing or completing a referral to outside agencies.

A fortnightly meeting is held with the SENDCo and Assistant Headteacher (Responsible for SEND provision) to further identify need.

In identifying a student as needing SEN support, the SENDCO will carry out a clear analysis of the student's needs. This will draw on subject teachers' assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. Subject teachers will be asked to provide teacher assessments, in addition to observations to help to form a picture of need. The individual's development in comparison to their peers and national data will be considered. The views and experience of the parents and the student will also be sought.

In some instances, further investigation may be necessary. This may take the form of assessments by medical professionals or a GP, cognitive ability or attainment tests or the involvement of other outside agencies.

Dependent on need, a student will be deemed to require Wave 1 support (High quality differentiated and personalised teaching), Wave 2 support (additional SEN support and / or a My Support Plan), or Wave 3 (targeted support due to an Education, Health and Care Plan via Statutory Assessment).

Identification at Key Stage Three:

Data collected from the entrance examination provides the Data Manager with information regarding students' verbal, non-verbal and quantitative abilities. Key Stage 2 SATS data is also collated.

Where specific need is identified further appropriate investigation takes place; this can be in the form of dyslexia screening, dyscalculia screening or be bespoke where needs dictate.

Where access arrangements for examinations may be identified, testing will be conducted and arrangements made by the SENDCo in collaboration with the Exams and Data Manager.

Identification at Key Stage Four:

It is hoped that students with additional needs will have been identified prior to Key Stage 4. However, should staff or parents have any concerns, they are able to make a SEND referral up until Christmas of Year 10. Key Stage 2 SATS and progress towards their target grade will also be taken into account.

At transition a review is carried out for all Wave 2 students and students with EHC Plans. This enables a further detailed investigation into the needs of the individual. At this stage specific testing may be deemed necessary and this will be conducted by identified professionals.

Where access arrangements for examinations are needed, the SENDCo will take responsibility for the application for such arrangements in collaboration with the Exams and Data Manager and subject teachers will be informed. The SENDCo will ensure that this information is included on students' Personal Profile.

Key to the process at Key Stage Four is regular monitoring and review of student progress across the curriculum. This takes place in line with the whole school progress monitoring framework.

Identification at Key Stage Five:

The school takes account of prior attainment at Key Stage Four by calculating the Progress 8 and Attainment 8 scores and takes note of grades achieved at GCSE.

Key to the process at Key Stage Five is regular monitoring and review of student progress.

Where access arrangements for examinations are needed, the SENDCo will take responsibility for the application for such arrangements in collaboration with the Exams and Data Manager and subject teachers will be informed. The SENDCo will ensure that this information is included on students' Personal Profile.

Types of Special Need

Brief descriptions of the types of special need which might be met follow:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Supporting students with Special Educational Needs

Depending on the identified need, students will be placed on the register at a stage of graduated need;

- Internal monitoring due to potential need: Progress will be monitored by the Assistant Headteachers and the SENDCO.
- Wave 1 (High quality, personalised and differentiated teaching). It is expected that the needs of most students with SEN and / or a disability will be met with this approach by subject teachers within lessons.
- Wave 2 (SEN support): This is where support is put in place which is either different or additional to their peers. This may involve outside agencies.
- Wave 3 (EHC Plan): An application is made where despite individualised support there remains a complex and unmet need. Usually there will be three My Support Plan review cycles before an application is made for an EHCP assessment. The school will apply in conjunction with identified professionals to the authority who will decide whether there is sufficient need for provision beyond what the school can offer. A Statutory Education and Health Care plan is reviewed annually to ensure students receive the appropriate intervention.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of excellent quality teaching. As a school, we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, subject teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision, the SENDCO and Assistant Headteacher will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

The first step in the process of gathering information will include an early discussion with the student and will focus on strengths, difficulties and concerns, after which outcomes and next steps will be agreed in a collaborative way with parents and staff. The record of SEND meetings will be recorded electronically.

Subject teachers will be involved in the process of collating evidence and feedback about a student's needs. Any agreed access arrangements must be the normal way of working in all lessons, tests and examinations.

Where it is decided that a student does have SEND, the decision will be recorded in the school records and the student's parents will be formally informed that special educational provision is being made. Arrangements for appropriate support will be made by the SENDCO and a Personal Profile (Appendix 2) will be created and shared with necessary staff, the student and their parents.

SEN Support

Where a student is identified as having SEN or a disability, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

This assessment will be reviewed twice per year to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date by the SENDCo and Assistant Headteacher, in collaboration with the student and their parents.

Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months. The school will convene and hold the annual review on behalf of the local authority.

SEN Support and Exams

In line with the Equality Act, the school will ensure that accessibility for students sitting exams will be considered. For example;

- Where disabled access is required, examination rooms will be used on the ground floor of the school or will be accessible by lift. These are all located near emergency exits.
- A private room will be arranged for an examination, where appropriate, with the Exams and Data Manager checking that the environment is suitable for the candidate. For example, ensuring that there is enough room for a wheelchair and its supports.
- Provision will be made, where appropriate, to ensure that those who need to take medication during the course of an examination can do so in privacy and as quickly as possible.
- Examination rooms will be arranged, where possible, close to an accessible toilet.
- The school is committed to make all "reasonable adjustments" to meet the needs of disabled students, where necessary. For an exam, this may mean choosing a room that ensures that the candidate is not disadvantaged in anyway.
- The school will ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.
- Disabled candidates will be seated close to the exit in the examination room to make them feel more comfortable and to limit disruption for others.
- There will be sufficient space between desks and chairs to enable a candidate (or invigilator) that uses a wheelchair to enter and leave the area without difficulty.
- Chairs will be made available, where necessary, outside examination rooms to enable those with mobility issues to sit and rest before they enter the examination.

- The school will ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.
- The Exams and Data Manager will ensure that all the signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability. Sign content will be simple, short and easily understood. Text and lettering will be in a clear, uncomplicated and reasonably sized font.
- The Exams and Data Manager and invigilators will know what procedures are in place for those with a disability, in particular, for those who may need assistance to leave a building. They will make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different.
- Wheelchair users and students with mobility issues will be seated in a room appropriate for emergency evacuation.
- Where computers are being used for an examination, the school will ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment. The school will also ensure that there are backups and alternatives in case support equipment ceases to function.
- The Exams and Data Manager will maintain a good, positive working relationship with the SEN Co-ordinator to ensure that there are clear lines of communication.
- Evidence to support applications for access arrangements will be obtained and recorded using key guidance provided by the Joint Council for Qualifications (JCQ) booklet, Access Arrangements and Special Consideration, to ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. This will ensure the consideration of a whole range of adjustments, which can be made to ensure that there is a level playing field for candidates with a disability. These adjustments may include:
 - Modified test papers, for example enlarged print or Braille.
 - 25 per cent extra time (or considerably more if a candidate's disability is of a profound and extensive nature).
 - A reader or scribe. Ensuring that the candidate is placed with a member of staff that they are used to working with and feel comfortable with.
 - Supervised rest breaks.
 - Different coloured scripts.
 - Use of a bilingual dictionary.
 - A prompter.
 - Use of a computer or other assistive technology.
 - Use of an individual room.

Exam results are made available to all students in the Sports Hall which is fully accessible to disabled students. A private accessible room can be arranged for a student where requested or deemed appropriate.

The Role of the SEND Co-ordinator

- Working with the headteacher and governing body, in determining the strategic development of SEND policy and provision in school.
- The day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Working with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching.
- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND alongside the Assistant Headteacher
- Liaising with the relevant Designated Teacher where a looked after student has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of students with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEND up to date
- Leading on the access arrangements process within the centre

Involving parents and students in planning and reviewing progress

We believe that the views of the student and parents are vital in strengthening the impact of SEN support and seek to actively engage them in the approaches and teaching strategies that are being used.

Where a student is receiving SEN support, the SENDCo will talk to parents to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school.

Complaints Procedure

Parents who are dissatisfied with the schools provision for the special educational needs or disability of their child should, in the first instance, contact the Head or SEND Co-ordinator (Mrs S Barton) to try and resolve difficulties informally. A formal complaint should follow the procedure outlined in the Complaints Policy, copies of which are available on the website.



HECKMONDWIKE
GRAMMAR SCHOOL

Appendix 1

Heckmondwike Grammar School

SEN Referral Form





Heckmondwike Grammar School



SEN Referral Form

From:		To:	Mrs S Barton
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Student:		Form:	
Attached documents:	<input type="checkbox"/> Pupil's Personal Profile <input type="checkbox"/> Evidence of high quality teaching <input type="checkbox"/> Teacher-parent / teacher-child discussion notes <input type="checkbox"/> Teacher / SENCO discussion notes <input type="checkbox"/> Data (trackers of progress and attainment) <input type="checkbox"/> Observation notes		

Reason for Referral / Areas of Concern (including evidence)

Notes from discussions with pupil / parents / other staff

What has been done to date (including high quality teaching strategies, intervention and impact)
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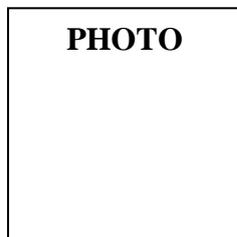
What do you feel needs to happen next and why?
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Signed		Date	
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Date received by SAB		Initial Discussion Date	
HoN Feedback Received Date		AA Test Date (if required)	

Appendix 2

Personal Profile



Name:
Form:
SEN Stage:
Areas of Concern:
Access Arrangements:

My strengths:

My difficulties:

You can help me by:

It is not helpful when you:

Desired Outcomes and Targets:

Parental views:

Next review date: