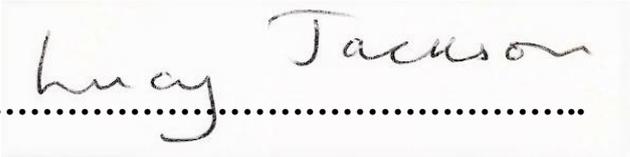


CAISTOR GRAMMAR SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Full Governing Body on...2nd December 2019.....

Reviewed.....7th December 2020.....

Signed..........

Chair of Governors

Special Educational Needs and Disability (SEND) Policy

Section 1: Introduction

This policy was written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 0-25 Sept 2014
- Equality Act 2010 (amended 2015)

At Caistor Grammar School, we recognise that the needs of our students are diverse. We are committed to the removal of barriers to learning for all students regardless of need. We provide a range of strategies to target individual needs within the context of a selective system. We aim to ensure that every student is supported to achieve their potential, both academically and socially, and strive to prepare them for adulthood.

Definition of Special Educational Needs

The SEND Code of Practice (2014) defines special educational needs 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/she has a significantly greater difficulty in learning than the majority of others of the same age **or** has a disability which prevents or hinders him/her making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice 2014, p4).*

Disabled Children and Young People

Many 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’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer (SEND Code of Practice 2014, p5).

At Caistor Grammar School, we recognise that students with such conditions do not necessarily have SEN but that, where a disabled young person requires special educational provision, they will be placed on the school SEN support register.

The Equality Act 2010

As a school, we are committed to:

- Make reasonable adjustments, including the provision of auxiliary aids and services and physical alterations
- Avoid direct, or indirect, discrimination against students and strive to eliminate this (see Equality and Diversity Policy)

Section 2: Our Objectives

At Caistor Grammar school, we will do our best:

- to have regard to the SEND Code of Practice 2014
- to ensure that the necessary provision is made for any student who has a learning difficulty and/or a disability.
- to ensure that students and parents are involved in decision making
- to place a strong focus on high aspirations and improving outcomes for all students through high quality provision.
- to create and maintain strong links and co-operation between the school and other agencies
- to enable students with SEN and disabilities to succeed in their education.
- not to refuse admission to any student who fulfils our admission criteria but has a learning difficulty or disability

Section 3: Whole School Special Educational Needs and Disability

As a school, we firmly believe that every teacher should be a teacher of students with special educational needs and disabilities. The SEND 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).

The SENCO provides information regarding students on the SEN support register for all staff via individual 'SEN Student Passports' (one page profiles) which contain details on each student's strengths, needs and strategies to support him/her in the classroom. The passports are distributed at the beginning of each academic year and updated at least annually. All teaching staff are expected to plan in accordance with the information to allow all students with SEN to have full access to the curriculum alongside their peers.

Section 4: Identifying Special Educational Needs (SEN)

The SEND Code of Practice 2014 identifies four broad areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

At Caistor Grammar School we recognise that the following may also impact on progress and attainment but do not, by themselves, constitute a special educational need:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in Receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman
- Behaviour

Students' special educational needs may have been identified and met prior to joining Caistor Grammar School. Transition information is important in providing an early response to student needs. The Head of Year 7 liaises with the SENCO, Year 7 tutors, parents and primary schools to ensure smooth transition processes. Where appropriate, the SENCO will communicate directly with primary schools and parents of students with SEN prior to the transition. If it is deemed to be beneficial, a SEN Student Passport for Year 7 will be agreed prior to the September start date.

Throughout all key stages, subject teachers make termly assessments of students' progress. As part of this process, Heads of Section seek to identify students who are making less than expected progress given their baseline data, age, ability and individual circumstances. They will then plan and offer a programme of support, which may include some of the following: mentoring by a Learning Support Advisor; subject support sessions; attendance at Homework Club; peer mentoring. If concerns persist, an individual external assessment may be requested by the SENCO.

Parents and students are also encouraged to discuss any concerns with, initially, the form tutor if they believe there are SEN issues that have not been previously identified. Similarly, any member of staff can raise a concern regarding potential SEN issues. Such concerns may initially be considered by the tutor (in liaison with the Head of Section). Either way, the SENCO will collate further information from subject teachers as required, before making a decision about whether or not to place a child on the register.

Following a referral, the SENCO will gather background information from the student and parents before deciding on the 'next steps'. The SENCO is likely to arrange for an individual assessment to be carried out with the student which may use relevant standardised tests such as reading, spelling, handwriting and cognitive processing assessments. Any decisions taken will be informed by the insights of parents and those of the student. Teachers' comments, school monitoring data and performance in tests of underlying ability will also be taken into account. In some instances, further investigation may be necessary, such as a referral to a medical professional/ GP or the involvement of other external agencies.

Where it is decided that a student does have a learning difficulty or disability requiring SEN provision, the decision to put them on the SEN register will be recorded in the school records (SIMS). A Student Passport will be written, in liaison with the student and their parents, and this will be shared with teaching staff. Decisions regarding the nature of provision (i.e. SEN Monitoring or SEN Support – see below) will be made, based on individual need.

Section 5: Supporting students with special educational needs in school – a graduated approach

Each student will be placed on the SEN support list at a stage of graduated need;

- **SEN Monitoring** (shown as green on the school support list). This refers to high quality differentiated and personalised teaching in the classroom informed by a student passport.

Where access arrangements for tests and exams are offered, such arrangements should be the normal way of working for students with SEN and will be included on the student passport. Teaching staff will monitor the appropriateness of such arrangements in their subjects and feed back to the SENCO as required (see Section 6).

In most cases students will be allocated a 'key worker' who will closely monitor their progress and meet with them twice a term. If progress is good and it is felt by the key worker, student and parents that SEN provision is no longer required, the student may be removed from the SEN support list. Alternatively, if it is felt that a higher level of support is needed, the student may be moved to the next level of support and placed on the SEN register. Students may be placed on the monitoring list due to concerns with social interactions. In this situation a passport won't be required, and staff will be made aware of issues and strategies via the SEN List.

There may be opportunities for accessing support groups run by a Learning Support Advisor for those students on the SEN list. Advice from outside agencies to inform strategies for classroom support will also be sought where appropriate.

SEN Monitoring is the first step in responding to students who have SEN. It is expected that the needs of most students with learning difficulties and/or disabilities will be met using this approach.

- **Additional SEN Support** (shown as yellow on the school support register). This is where, in addition to the provision described above, further support is given outside of the classroom, such as individual teaching by the SENCO or regular ongoing mentoring support with a Learning Support Advisor. Students will be placed on the SEN register and parents informed

The effectiveness of the support and interventions and their impact on the student's progress will be regularly reviewed by the SENCO in collaboration with the student and parents. If progress is good and it is felt by everyone involved that additional SEN provision is no longer required, the student will be moved to 'SEN Monitoring'.

- **EHCP** (shown by red on the school support register). This is targeted support due to an Education, Health and Care Plan. This will usually occur when a student enters the school with an EHCP already in place. However, an application may be made if, despite individualised support, there remains a complex and unmet need. The school will apply, in conjunction with identified professionals, to the local authority who will decide whether there is sufficient need for provision beyond what the school can routinely offer. A Statutory Education and Health Care Plan is reviewed annually to ensure students receive the appropriate intervention.

Section 6: Exams Access Arrangements

Where the SENCO believes that a student may have good reason to qualify, external agencies will be used to verify if this is the case. Where access arrangements for examinations may be needed, the SENCO takes responsibility for ensuring the organisation of such arrangements. The views of subject teachers in supporting the arrangements are sought.

Examples of exams access arrangements provided in school are:

- 25% additional time
- Use of a word processor
- Supervised rest breaks
- Invigilation away from the main examination hall
- Use of coloured paper/coloured overlay
- Prompter

In addition, school will provide any other appropriate access arrangement for examinations based on individual need and in line with the current JCQ regulations. Guidelines on the school's criteria for the use of word processors in external exams can be found on the school website.

Section 7: Involving and supporting students and families

We believe that the views of the student and parents are vital in strengthening the impact of SEN support and seek to actively engage with them as much as possible.

Parents are involved as part of the SEN initial assessment and their input and views are sought at an early stage. Where a student becomes under 'SEN Monitoring', the SENCO or key worker will liaise with parents as and when necessary and provide an additional point of contact should they have any concerns regarding their child's progress.

Where a student is under 'SEN support', the SENCO or key worker will liaise with parents regularly 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.

Parents of students with SEN can gain additional information relating to SEN by accessing the Lincolnshire Local Authority Family Services Directory online. They can also access our school SEN Information Report on the school website under 'Information'. This also contains a link to Lincolnshire's Parent Carer Forum.

Section 8: Supporting Students with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, examinations, school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The Policy for Supporting Students with Medical Conditions can be found on the school website.

Section 9: Mental Health and Wellbeing

At Caistor Grammar School, we aim to promote the mental health and emotional wellbeing of all our students. We understand that it is an important feature of the school to develop emotional resilience and social skills, both through direct teaching (such as PSHEE tutorial lessons), extra-curricular activities and also through our support structures (such as teacher and sixth-form and mentoring).

Despite this, we are familiar with the risk factors and warning signs that may indicate that a student is at risk of developing a mental health problem. Both staff and parents are encouraged to share any concerns they may have regarding a student's mental health through our pastoral system. We provide the following strategies in support of students experiencing mental health difficulties:

- Access to a school counsellor
- Time-out space when upset or agitated
- Peer mentoring by sixth-form counsellors
- External referral to Child and Adolescent Mental Health Service (CAMHS)
- Access arrangements for examinations

If a student's mental health difficulties are seriously impacting upon his/her academic progress, the student will be placed on the SEN Register. Mrs Allison Clark (in her role as Designated Safeguarding Lead) and/or the SENCO, as appropriate, will monitor the student's progress and oversee their SEN provision in collaboration with the Head of Section. If, during the process it is decided that sufficient progress is being made, the student will be removed from the SEN register.

Section 10: Training and resources

SEN in school is funded via the Educational Funding Agency. This may be topped up by local authority funding provided through an individual student's Education, Health and Care Plan.

The School supports the SENCO in attending relevant SEND briefings on the Code of Practice, and any SENCO network meetings as appropriate. Any other relevant training for their role as SENCO is also encouraged by the School.

Learning Support Mentors are offered training for personal development or on a needs basis. Recent or forthcoming examples of their training include Autism, Safeguarding and Study Skills.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The training needs of staff are identified through the school's self-evaluation process. INSET time is used to address issues when required.

Resources for the different learning difficulties and disabilities can be found on the staff Office(J) drive

The SEN training needs of teaching staff are mainly met through dissemination of information relating to individual student needs. Strategies to support students with a range of learning difficulties are distributed to each Head of Department annually in September and are on the back of individual student passport for easy reference for teachers. Specific training has also been delivered by the SENCO to Heads of Department via the Raising Standards Forum and this has been cascaded to teaching staff during departmental meetings.

The designated Safeguarding Lead Teacher and Deputy Head receive regular training on safeguarding, which is updated as required.

Section 11: Roles and Responsibilities

Although we recognise that all teachers at Caistor Grammar School are teachers of students with special educational needs and disabilities, the following people hold key roles.

Senior Teacher with Responsibility for Safeguarding – Mrs Allison Clark

SENCO – Mrs Fiona Hargreaves

Learning Support Advisors – Gemma Walker (Key Stage 3) and Mrs Deborah Stones (Key Stage 4 and 5)

SEN Governor – Reverend Ian Robinson

Staff member responsible for managing the medical needs of pupils – Mrs Anna Sharp

Section 12: Accessibility

The school Accessibility Plan is available on the school website.

Section 13: Complaints Procedure

Parents who are dissatisfied with the school's provision for the special educational needs or disability of their child should, in the first instance, contact the SENCO 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 school website.

Section 14: Appendices

Click on the link below to access the SEN Local Offer:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

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