

## SEND Policy

This policy applies to the Senior School and is published to parents, pupils and employees.

Updated 28 November 2017

Provision for pupils with special educational needs and/or disability (SEND) is a matter for Bradford Grammar School (the "School") as a whole. This includes children who are exceptionally able and those who often struggle with some aspects of learning. All teachers are teachers of all pupils. Teaching of such pupils is therefore a whole-School responsibility, requiring a whole-School response.

In May 2015 the DfE issued a revised code of practice for the special educational needs and disability (SEND) system for children and young people

For children and young people identified as having special educational needs or disabilities (SEND) it can be difficult to get the support that they need to do well. It can often take too long for their families to find out that their child needs extra help. The system of support available to children and young people with SEND is also very complex and it is important that the particular needs of a child or young person are met.

In line with the guidance the School must:

- use its best endeavours to make sure that a child with SEND gets the support they need – this means doing everything it can to meet children's and young people's SEND;
- ensure that children and young people with SEND engage in the activities of the School alongside pupils who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO; the SENCO at Bradford Grammar School is Suzy Palmer.
- inform parents when it is making special educational provision for a child; and
- prepare an SEN information report and show the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the School for disabled children and an accessibility plan showing how the school plans to improve access progressively over time.

### 1. Definitions of SEND

A pupil has special educational needs or disabilities if they have learning difficulties that require special educational provision to be made.

Pupils have learning difficulties if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; and/or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

The School will have due regard to the Special Needs Code of Practice, The Children and Families Act and the Disability Discrimination Act when carrying out its duties with regard to pupils with SEND.

The School should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the School should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

There should be regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by 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; and
- widens the attainment gap.

## **2. Admissions**

The School is a selective School and within this context the School ensures that reasonable adjustments will be made during the selections procedure for pupils with SEND. All pupils must pass the entrance examination. Parents are welcome to discuss any issues relating to SEND with the Learning Support Department prior to the entrance exam.

## **3. Roles and responsibilities**

All teachers at the School are teachers of all pupils and are committed to identifying and providing for the needs of all pupils within an inclusive environment. The School recognises the entitlement for all pupils to a balanced, broadly based curriculum. This is encompassed in teachers' planning and curriculum policies. Each academic department has a teacher responsible for communication with the Learning Support Department and for planning a differentiated and engaging curriculum.

The provision for and progress of pupils with SEND is a whole-School responsibility requiring a whole-School response.

The Governing Body as a whole is responsible for making provision for pupils with SEND. The Head has the responsibility for the day-to-day management of the School's work, including oversight of SEND.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress. This information gathering should include an early discussion with the pupil and their parents.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have

SEND, the decision should be recorded in the School records and the pupil's parents **must** be formally informed that special educational provision is being made.

Where a pupil is identified as having SEND, the School should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle.

### **Assess**

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the pupil's own views and, if relevant, advice from external support services. The School should take seriously any concerns raised by a parent. Any relevant health professionals should also be consulted.

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

### **Do**

The SENCO should support the teacher in the further assessment of the child's particular strengths and weaknesses and advise on the effective implementation of support.

### **Review**

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and interventions in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

The SENCO has an important role to play, with the Head and Governing Body, in determining the strategic development of SEND policy and provision in the School. The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The Head of Learning Support incorporates the role of SENCO. The role of the SENCO includes:

- overseeing the day to day operation of the SEND policy;
- co-ordinating and evaluating the provision for pupils with SEND;
- providing strategic support and advice to employees to ensure the quality of teaching for all pupils;
- managing teaching assistants;
- monitoring pupils' progress and overseeing record keeping;
- contributing to INSET;
- liaising with parents/carers;
- liaising with external agencies;

- maintaining the SEND List;
- liaising with Heads of Departments and their representatives to ensure that programmes of work include differentiation for pupils with SEND and pupils who are more able; and
- ensuring that appropriate Access Arrangements are given to identified pupils which are fully supported by a file which includes assessment data and evidence of the pupil's normal way of working.

#### **4. Expertise and training of employees**

The Learning Support Department at the School contains highly qualified specialist teachers with post-graduate qualifications in SEND. Their specialist knowledge, along with their considerable experience, should enable them to deliver high quality and high impact support and intervention.

Subject teachers are regularly offered INSET on specific SEND issues and are also encouraged to attend external courses in areas which are particularly relevant to them.

#### **5. Pupils**

Pupils with Statements of SEND or who have Health and Education Care Plans are supported with Individual Education Plans. Pupils who have been identified as having SEND are supported with Learning Support Plans, which inform employees about their strengths, areas of need, preferred learning styles and the most effective support strategies. The views of the pupils are used when creating these Learning Support Plans. The Learning Support Plan is circulated to all subject teachers who can then adapt teaching styles to suit their classes and are aware of all the different pupils' needs. Pupils are encouraged to be open about SEND issues and are encouraged to develop a mature attitude to their work and take responsibility for their own learning.

Children with SEND may be more vulnerable to being subjected to peer on peer abuse (as stated in KCSIE 2016), or other forms of abuse, than other young people. This may be due to children with SEND sometimes having for example low self-awareness, low self-esteem and anxiety. The School recognises this additional vulnerability and is proactive in identifying vulnerable young people, in order to offer and implement support tailored to their specific needs.

#### **6. Provision**

The School uses a graduated response to meeting special education needs.

The majority of pupils should have their needs met by Quality First Teaching. This uses high quality teaching and differentiation to include most pupils, even those with high incident SEND (dyslexia, dyspraxia, ASD and ADHD). A personalised graduated response to intervention is used.

**Wave 1** is quality inclusive teaching which takes into account the learning needs of all the children in the classroom.

**Wave 2** is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

**Wave 3** is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

**Intervention** can refer to any teaching arrangement that is additional to Wave 1.

At the School additional provision of individual tuition, small group teaching or in-class support can be offered if the subject teacher, Head of Department and Learning Support team agree that this would be useful.

All pupils receive study skills sessions in Year 7 to 11 to promote accelerated learning. Revision skills are taught as part of the personal development programme and reinforced through subject departments.

Adjustment to timetable can be considered on an individual basis once teachers, parents and pupils have been fully consulted and other interventions have not been successful.

If the School has evidence that a pupil is making insufficient progress despite significant support and interventions, it may seek further advice and support from external agencies in order to best meet the needs of the child. Permission will be obtained and parents and carers will be fully informed and updated. These agencies include the Educational Psychology Service, the School Nurse, the Child and Adolescent Mental Health Services, the Speech and Language Therapy Service and the Autism Support service.

All teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist employees. Teachers need to focus on outcomes rather than on hours of support to help a pupil make progress.

Where pupils are not making sufficient progress additional support should be provided by the class teacher and other resources provided by the School.

Adequate progress is that which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers; or
- prevents the attainment gap from growing wider.

## **7. English as an Additional Language ("EAL")**

All pupils have to pass an entrance examination which assesses their English language. Although there are pupils for whom English is an additional language, this normally does not significantly impact on their learning. For pupils who have recently come to live in the UK or who have some English difficulty, the SENCO will ensure that all relevant support is provided and Access Arrangements are in place.

## **8. Parents/carers**

The School seeks the involvement of the parents and carers of pupils with SEND. The views of parents/carers are vital and the School aims to listen to and engage in a positive way with parents/carers. Parents/carers are welcome to raise any concerns they have about their child's needs or progress with the Form Tutor or the Head of Learning Support.

It is hoped that parents/carers will inform the Head of Learning Support about any current SEND issues their child has before the child begins at the School. Parents/carers can contact the Head of Learning Support with any relevant information about their child before the child takes the entrance examination, to allow for reasonable adjustments to be made in the procedure.

## **9. Identification**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Head of Learning Support, will ensure pupils requiring additional and/or different provision will be placed on the SEND List. Pupils requiring catch-up intervention do not necessarily have SEND. It is the responsibility of individual subject areas to identify pupils in need of catch-up intervention.

Pupils can be referred to the Learning Support Department by teachers, parents or outside agencies. Some pupils occasionally refer themselves.

Information may be passed to the Head of Learning Support prior to the entrance exam. During Year 7 pupils are assessed for reading and spelling levels. The use of MidYIS testing of pupils in Year 7 and Year 9 and the use of Pips in Clock House gives extra data on pupils. This data is used, along with cognitive ability tests, to find any discrepancies between ability and performance levels which may indicate a SEND. Any unusual profiles are investigated by the Learning Support Department after seeking parental involvement and subject teacher feedback.

## **10. Transitions**

The Head of Learning Support liaises with feeder primary schools and with secondary schools where a pupil with SEND is moving to the School. This enables planned provision to be made. The Head of Learning Support also liaises with the receiving school when a pupil with SEND moves to any other school or provision.

The Head of Learning Support liaises with post-16 and Higher Education providers to ensure smooth transitions for pupils with SEND.

## **11. Complaints**

The Learning Support Department follows the School Complaints Procedure. Any complaints should be directed to the Head of Learning Support in the first instance.