

Bradford Grammar School

SEND and EAL (formerly Special Needs Policy)

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

Updated 8 January 2018

This policy complies with the Independent Schools Inspectorate (ISI) regulatory requirements. Any phrasing displayed in italics is ISI regulatory wording.

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 highly able and those who often struggle with some aspects of learning. Most Junior Schoolteachers teach pupils from a range of year groups across a spectrum of different subjects. Teaching of such pupils is therefore a whole-school responsibility, requiring a whole-school response.

In May 2015 the DfE (Department for Education) issued a revised code of practice on 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 require– this means making reasonable adjustments so that they can meet children 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 SEN co-ordinator, or SENCO;
- inform parents when it is making special educational provision for a child; and
- prepare a SEND information report and its 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 its accessibility plan showing how it 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 our 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 assessment. Parents are welcome to discuss any issues relating to SEND with the Learning Support Department prior to the entrance exam.

3. Roles and responsibilities

The Learning Support Coordinator in the Junior School works closely with the SENCo in the Senior School.

All teachers at the School 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 teacher has a responsibility 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 to 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 reasonable and 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 alongside the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teachers' 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. Schools should take any concerns raised by a parent seriously. 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. In consultation with the parent and the pupil, the teacher and the SENCo should agree upon 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. In unison with the SENCo, the class or subject teacher should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes 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 Education Care Plans (EHC) plans.

The Learning Support Co-ordinator works closely with the SENCo in the Senior School. The role of the Learning Support Coordinator includes:

- overseeing the day to day operation of the Junior School SEND policy;
- co-ordinating and evaluating the provision for pupils with SEND;
- providing strategic support and advice to colleagues to ensure the quality of teaching for all pupils;
- monitoring pupils' progress and overseeing record keeping;
- contributing to INSET;
- liaising with parents/carers;
- liaising with external agencies;
- maintaining the SEND List for the Junior School;
- liaising with class teachers and the Head of the Junior School 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, some of whom have post-graduate qualifications in SEND. This specialist knowledge, along with their considerable experience, enables them to deliver high quality and high impact support and intervention.

The SENCo has responsibility for the overall running of the Learning Support Department, and deals specifically with the Senior School. The Learning Support Co-ordinator for the Junior School liaises with the Senior School learning support department.

Subject teachers have the opportunity to attend IN-Service Training (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 pupils' strengths, areas of need, preferred learning styles and the most effective support strategies. The views of the pupils are considered when creating Learning Support Plans. The Learning Support Plan is circulated to all subject teachers. This ensures that all teachers are aware of the different pupils' needs and they can therefore adapt their teaching style accordingly. 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.

6. Provision

The School uses a graduated response to meeting special education needs. The majority of pupils should have their needs met by the normal process of teaching. This is by the use of high quality teaching and differentiation to include most pupils, even those with high incident SEND (dyslexia, dyspraxia, Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)). A personalised graduated response to intervention is used.

Wave 1 is quality inclusive teaching which takes into account the learning needs of all of 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 includes individualised targets through Learning Support Plans or Individual Education Plans.

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

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. 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; and
- prevents the attainment gap 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 have some English difficulty, the SENCo will ensure that all relevant support is provided.

As a matter of course, all cultures, languages, ethnicities and creeds are celebrated in the Junior School, through history, geography, Computing, PSHE, assemblies and such like. Through these and other areas, teachers encourage bilingual pupils to use their parent tongue to reinforce, embrace and celebrate cultural and linguistic differences.

Whenever pupils have difficulties with English, irrespective of being bilingual, their English teacher will generally offer support which can include: inclusion in extra lunchtime sessions; work sent home; or where a pupil does not progress as quickly as had been hoped, intervention.

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 we aim to listen to and engage in a positive way with parents/carers. Parents/carers are welcome to raise any concerns that they have about their child's needs or progress with the class teacher or subject teacher.

It is hoped that parents/carers will inform the School about any current SEND issues that their child has before the child begins at the School. Parents/carers can contact the School with any relevant information about their child before the child takes the entrance assessment, 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 learning support department will ensure pupils requiring additional and/or different provision will be placed on the SEND List.

Pupils can be referred to the Learning Support Department by class teachers, parents and outside agencies.

Pupils in need of learning support can be identified through one or more of the following:

- in the Junior School referrals are made during staff, tracking or pastoral meetings where more teachers can provide background information;
- completion of the interim and term reports for all pupils - this is in conjunction with an assessment of examination performance;
- analysis of data through tracking meetings and the Assessment Foundation data;
- assessment of all pupils for reading and spelling levels during the autumn term; and
- for pupils with SEND, form teachers work with the School's Learning Support Co-ordinator to ensure that all pupils have an equal opportunity to access the curriculum. Pupils may sit a cognitive ability test (CAT) to help determine the best way to meet that pupil's educational needs. The Junior School's Learning Support Co-ordinator oversees this area.

It is anticipated that in many cases, pupils' needs will be assessed when they are first identified by using the above criteria. However, in some cases it will be necessary to test further within the School (using Cops, Lass and a variety of standardised tests) and where appropriate, outside agencies may be consulted.

10. Transitions

The School liaises with primary schools where a pupil with SEND is moving to the School. This ensures that specialist provision is provided from the outset and interventions can be implemented early. The Learning Support Co-ordinator also liaises with the SENCo in the Senior School when a pupil with SEND moves to any other school or provision to ensure smooth transition for pupils with SEND.

11. Complaints

The Learning Support Department follows the School Complaints Procedure. Any complaints should be directed to the Learning Support Co-ordinator in the first instance.