



ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Nominated Lead Member of Staff:

SENDCo

Reviewed:

October 2021

To be reviewed:

September 2022

Section 1

INTRODUCTION

1.1 For further information regarding the contents of this policy or school Special Educational Needs and Disability (SEND) matters please contact:

Special Educational Needs and Disability Coordinator (SENDCo): Ms Alison Cathcart

Deputy Headmaster and Designated Safeguarding Lead: Mr Edward Hall

SEND Governor: Mrs Nisha Sathi

- 1.2 We believe that we are better learners when we are healthy and happy, better people when we are confident and caring, and a better community when we are imaginative and inclusive. (School Mission and Values)

At AGSB we believe that all pupils are valued equally and form an integral part of the School. All pupils should be taught in a context appropriate to their individual needs. By offering a broad balanced and inclusive curriculum we provide a range of stimulating, appropriate and enjoyable experiences which enhance pupils' self-esteem, resilience and promote success.

Every teacher is a teacher of every child or young person including those with SEND. Parents of pupils with SEND should be kept informed of their child's progress and attainment.

It is important that, where practicable, pupils with SEND and their parents should be involved in decisions affecting their SEND provision.

- 1.3 This policy reflects the SEND Code of Practice, 0-25 guidance and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2018
- SEND Code of Practice 0-25 2014
- Schools SEN Information Report Regulations 2014
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (last updated Aug 2017)
- Teachers Standards 2012
- AGSB Safeguarding and Child Protection Policy

- AGSB Medical Conditions Policy
- AGSB Pastoral Care Policy
- AGSB Examinations Policy
- AGSB Equal Opportunities Policy
- AGSB Anti-Bullying Policy

- 1.4 This policy uses the following definitions:

- A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them
- They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

- Special education provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

1.5 This policy was developed through consultation with Staff, Governors and parents.

1.6 This policy will be reviewed as and when any of the above policies are.

Section 2

AIM

2.1 The purpose of our school approach to SEND is to raise the aspirations of and expectations for all pupils with SEND, and to provide a focus on positive outcomes for children and young people. We aim to welcome, nurture and empower pupils with SEND and to support them fully as they make the transition into adult life.

2.2 Our policy is:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the School SEND Policy.
5. To provide support and advice for all staff working with pupils with special educational needs or disability.

Section 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.1 We identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the young person. We will assess each pupil's current skills and levels of attainment. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 gaps

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed.

When matching educational provision to the student's identified SEND, we will refer to, though not be limited by, the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

3.2 We will also consider factors that are not SEND, but which may impact on progress. These may include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After or Previously Looked After Child
- Being a child of a service family

3.3 We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will notify parents when it is decided that a pupil will receive SEN support.

Section 4

A GRADUATED APPROACH TO SEND SUPPORT

4.1 Progress data is collected and communicated home regularly throughout the school year illustrating how pupils are progressing. If there are any concerns arising from these reports, or from any members of staff at any time during the year, AGSB will make contact with the student's parents/guardians to discuss them.

Where concerns are raised over more than one subject, or if the student continues to struggle to make expected progress, the Head of Year and/or SENDCo will liaise to discuss further options.

The aim of formally identifying a student with SEND is to help school ensure that effective provision is implemented and thus remove barriers to learning. The support provided consists of a four-part process: **Assess Plan Do Review**

Assess: *How does the school decide if a student needs extra support?*

The subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests, as well as the views of parents and students, are used to identify needs. Advice may also come from external support services.

Plan: *What type of support and how much support will the student receive?*

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Again, advice from outside agencies including schools and families' specialist services, the educational psychologist, and speech and language therapists may be accessed. Head of Year and subject teachers work alongside the SENDCO to plan the most appropriate strategies and interventions.

DO: *How will the school staff support the student?*

Interventions may involve group or one-to-one teaching both in class and away from the classroom on specific schemes of work. It may also involve use of different equipment or the adaption of the curriculum.

Review: *How will school and parents/carers know how the student is doing?*

Intervention work is reviewed regularly by the SENDCo with subject teachers and teaching assistants, using teacher assessments, specific test results and observations.

Parents/carers will be offered a chance to discuss progress each term or more frequently, if required. Where appropriate, multi-agencies will also be involved.

4.2 We will support pupils moving between phases and preparing for adulthood by sharing information with the school, college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

4.3 Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating the curriculum to ensure that all pupils are able to access it
- Using recommended aids such as overlays, larger fonts, visual timetables etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc
- Learning Support Assistants will provide support in lessons and 1:1 support where appropriate

4.4 We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a fixed time (determined by the nature of the intervention)
- Using pupil voice
- Seeking feedback from parents
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC Plans

Section 5

MANAGING STUDENTS NEEDS ON THE SEND REGISTER

The AGSB SEND Register is a confidential, regularly updated document that is shared with all staff. This document is GDPR compliant and is held electronically on Office 365. It lists the names of students who are known to have SEND, along with brief details. More details are

held in SIMS and Edukey for each student, including official categorising for census purposes. At AGSB we also include details of some serious medical conditions on this list, which may impact on classroom teaching. This provides an 'at a glance' help for teachers and support staff.

At AGSB we follow a graduated approach which draws on the four-part cycle of **Assess, Plan, Do, Review** as described above. During this cycle approaches are revisited, refined and revised building on a growing understanding of a learner's needs and the support needed in helping them to make good progress and secure good outcomes.

Each stage of support builds on the good practice of the previous stages and increasing levels of support are provided where necessary.

AGSB use the Waves model to help distinguish between levels of provision.

Wave 1: Inclusive Quality First Teaching/Universal support, for all students without any additional intervention

Wave 2: for students who are underachieving but do not have a diagnosed SEND, evidence-based intervention

Wave 3: additional support for those with SEN who many have longer term needs and require individualised intervention within SEN Support. Wave 3 also covers those students who require personalised, high level or exceptional support through an Education, Health and Care (EHC) Plan.

Where a student continues to make less progress than expected at Wave 3, it is likely that an **Individual Education Plan (IEP)** will be devised. This document is put together following consultation from subject teachers, Head of Year, Parents and student with SENDCo and records strengths as well as concerns. The IEP focuses on desired outcomes and advises on strategies and interventions. This document is shared with all concerned and is reviewed regularly – forming part of the 4-part cycle of Assess, Plan, Do, Review.

Subject and pastoral teachers are responsible for working with the pupil and for delivering such an individualised programme.

If a pupil receiving an individualised programme and/or support continues to make little or no progress then SENDCo will seek to contact external agencies for advice on new IEPs and targets, provide specialist assessments and strategies and in some cases provide support for some activities.

In the small number of instances where students still fail to make expected progress, the SENDCo and Head of Year will consult with parents and external agencies to initiate formal assessment for an EHC Plan by the Local Authority.

Section 6

CRITERIA FOR EXITING THE SEND REGISTER

It is hoped that with appropriate support, the student will make good progress. Where this progress is possible without additional support, then the student can exit the SEN Register.

Section 7

SUPPORTING STUDENTS AND FAMILIES

Other relevant School Policies:

Admissions

Pastoral Care Policy

Safeguarding and Child Protection Policy

Exams Policy

Medical Conditions Policy

Accessibility Plan

Equality Scheme

Section 8

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Some students who have special educational needs (SEND) have an Education, Health and Care (EHC) plan which brings together their health and social care needs. Medical conditions which impact on classroom learning are documented for staff on our SEND List. There is also a separate Medical List which is stored centrally within school. Please see the Medical Conditions Policy for more information.

Section 9

TRAINING AND RESOURCES

9.1 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

9.2 All teachers and support staff undertake induction and this includes a meeting with the SENDCo to explain the systems and structures in place and to discuss the needs of individual students.

9.3 The SENDCo regularly attends the Trafford Secondary SENDCo Forum meetings in order to keep up to date with local and national updates in SEND. Relevant information is cascaded to the SEND team and the wider staff body.

9.4 AGSB is a member of the National Association for SEND (NASEN) .

Section 10

STORING AND MANAGING INFORMATION

10.1 The sensitive and confidential nature of all information regarding our students SEND is recognised and respected.

10.2 Information will be managed in line with school guidelines (GDPR compliant).

Section 11

REVIEWING THE POLICY

Monitoring of the responsibilities and activity detailed within this policy will be undertaken by the Assistant Head for Inclusion, Alison Cathcart, and the Deputy Head, Edward Hall. The policy will be reviewed regularly by the Curriculum and Pupil Welfare Committee.

Section 12

ACCESSIBILITY

The School is fully accessible. All new building and refurbishment give attention to disabled access.

Please refer to the Accessibility Plan.

Section 13

COMPLAINTS

Please refer to the Complaints Policy.

Section 14

BULLYING

14.1 We take steps to safeguard the needs of our students with SEND, to promote independence and to build resilience in their learning.

14.2 Please refer to the Anti-Bullying Policy.

Section 15

FURTHER INFORMATION

Further useful information regarding SEND provision for students and their families can be found at:

- Trafford Local Offer (www.trafforddirectory.co.uk)
- Trafford SEN Advisory Service – 0161 911 8683

For further information regarding SEND at AGSB or this Policy, contact:

Ms Alison Cathcart (SENDCo) –0161 928 0858

Email: acathcart@agsb.co.uk