



HUDDERSFIELD GRAMMAR SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Huddersfield Grammar School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

Huddersfield Grammar School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs (SEN) is at the discretion of the Headmaster and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. This may involve the use of specific tests and will result in a written report. The Headmaster will discuss the needs of the individual child with the school's Special Educational Needs Coordinator (SENCO), Mrs Hutson. If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEN.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed,

with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.

- d) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Management Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEN provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEN provision for their child(ren), and take their views into account in respect of their children's needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Huddersfield Grammar School are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Special Educational Needs and Disability Code of Practice: 0-25 (DFE 2015)* and *the Equality Act 2010*;
- to give every child with SEN the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

Definitions

Definition of SEN

A child has special educational need where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. [SEND Code of Practice, 2014, p.6] .

A child of compulsory school age or a young person has a learning difficulty or disability if he or 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 or her from 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, p.6]

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21).”

Definition of Disability (The Equality Act 2010 and Schools ,2014 p. 25)

A person with a disability “has a ‘physical or mental impairment’ which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEN can be categorised into:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

Huddersfield Grammar School has a separate policy for gifted and talented pupils.

Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

The role of the SENCO (adapted from SEND Code of Practice 2015, p. 108)

SEN arrangements are coordinated by the SENCO whose role includes:

- Overseeing the day to day operation of the school's SEN policy;
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- 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
- Liaising with the potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headmaster and Assistant Director of Education 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 pupils with SEN up to date
- Carrying out observations and assessments of individual pupils to help support and provide for them;
- Liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
- Coordinating 1:1 and group learning support, and where appropriate, delivering this;
- Keeping the Headmaster informed about provision, training needs, pupils' needs and changes to statutory requirements;
- Tracking pupils' progress using IEPs, when specialist teaching is deployed, and other records;
- Maintaining the school's electronic SEN register and overseeing other records for all pupils with SEN;
- Identifying and monitoring areas of need and provision across the school, reporting to the Headmaster;

- Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- Liaising with parents of children with SEN, keeping notes of these meetings;
- Contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools;
- Liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
- Ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
- Managing the SEN team of teachers and TAs.

It follows from this that the SENCO has planned time to administer the school's SEN arrangements.

The role of the teachers

- Teachers are required to make regular assessments of progress for all pupils, identifying pupils making less than expected progress given their age and individual circumstances
- Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Teachers will provide high quality teaching, differentiated for individual pupils.
- Where a pupil is making less than satisfactory progress teachers will, in conjunction with the SENCO, make a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external agencies.
- When a pupil is identified as having SEN, teachers will continue to provide high quality teaching, differentiated for individual pupils, take account of SEN support Plans and guidance provided through the SENCO, keep records on the pupil's progress and contribute to SEN Support Plan reviews.
- Teachers will set and review appropriate/differentiated curriculum targets for the progress of pupils with SEN, with advice from the SENCO where appropriate
- Teachers will direct the support from learning support assistants.
- Liaise with parents of identified pupils.

The role of the Headmaster

- Ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
- Liaise with the SENCO regularly regarding individual children ;
- Liaise with the SENCO regarding strategic decisions concerning SEN. Including evidence regarding effectiveness of current policy and practice
- Discuss staff training needs with the SENCO;
- In discussion with SENCO arrange sharing of good teaching practice;
- Look at resource requests for the Learning Support department; and

- Share information on SEN with the school's Cognita Education Officer.

Processes

Identification

Early identification and assessment of a child with SEN is of vital importance. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered (see point 4 under Role of the Teachers above). At a later point, and if necessary, further testing may be carried out – at a cost to the parents (where agencies external to the school are deemed necessary for assessment purposes), results recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a child may or may not need to be placed on the SEN/School Support register.

SEN/School Support Register

At Huddersfield Grammar School we have due regard for the guidance in the Code of Practice which accompanies the Equality Act 2010. The names of pupils who have been identified as having a special educational need or disability are entered onto the Register. Additionally the Map of Provision for each pupil is reviewed, recorded and updated termly on the Register. In addition to the SEN register, where a pupil is identified as making less than expected progress the pupil is placed on 'alert'/tracked. This arrangement seeks to highlight the need for teacher action or intervention. Progress is considered at regular Pastoral meetings, where the cycle of Assessment, Planning, Doing, Reviewing is deployed.

Alert/ Tracked Student – Pastoral Study Support

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils and keeping short records of this.

A pupil is subsequently placed on alert if staff continue to have concerns about them and are not currently able to manage their learning within the classroom through group work and differentiated activities. **It is imperative that the parents are informed by the class/tutor teacher about concerns at the same time as the Pastoral Team and SENCO is informed.**

At the stage where, despite relevant intervention and review the child continues to experience difficulties, and with parental permission, a Referral Form (stored on Staff Shared) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Referral Form should be completed electronically and forwarded to the SENCO who may then discuss it with interested parties and decide on appropriate assessment - once suitable intervention has occurred and evidence been gathered that, despite appropriate intervention, the child is not making expected progress. The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

Different and Additional Provision

SEN Support Programme

A pupil is provided with SEN specialist teaching and an individual programme of study if it is felt that staff in consultation with the SENCO have identified that the child has special educational needs which require additional and specialist teaching/ support. Interventions are necessary that are additional to or different from those provided as part of the school's usual differentiated curriculum. Evidence - based provisions are deployed according to individual needs. A SEN Support Plan and targeted IEP is then drawn up by the SENCO in consultation with the class/ form teacher for these pupils, which is reviewed and rewritten three times per year in consultation with the parents/carers of the pupil. Pupils will be encouraged to assess their progress and contribute their views. Where significant progress is made the class teacher and Senco may decide that the child no longer needs specialist support but will be carefully monitored by the teacher whilst still receiving any necessary differentiation. At this time the SENCO may set targets to ensure that progress is maintained, the parents/carers will be informed and their views taken into account before the decision is made.

During this time the class/subject teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or SENCO, so that together they meet the child's needs.

If a pupil's SEN requires a higher level in intervention and support, and despite receiving an individual programme they continue to make little progress, the SENCO works with the class/form teacher to complete forms for referral to outside agencies and the SENCO provides documentation to support the referral.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should then be obtained or the pupil's needs should be re-assessed.

Where intervention proves successful, the child may revert to the SEN Support Programme. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

For a very small number of pupils, the SEN Support Programme may still not adequately support their needs. At this point parents can request an Education, Health Care Plan assessment from the Local Education Authority (LEA), preferably with the support of the teachers and SENCO and following consultation with the Headmaster. The SENCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, *progress, achievement and SEN Support*. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during review meetings.

This may result in an Education, Health Care Plan. A pupil with an EHC Plan will have their progress reviewed every six months with teachers/SENCO/ parents and annually with outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate records and to maintain the pupil's file.

Procedures relating to the SEN register

Records

The SEN provision records are as follows:

Referral Forms are kept by the SENCO and filed in the SEN office in the pupil's electronic file. Blank copies can be found in the SEN file on the Staff Shared Area (SEN) of the school server.

Assessment and progress files are kept by the SENCO and filed in the SEN office, or in the pupil's electronic SEN file.

SEN Support Plans – for all SEN pupils (and IEPs – only for those receiving specialist teaching) are kept by the SENCO and in the pupil's electronic SEN file. For all years the relevant Support Plans are on the school intranet staff shared area (SEN) and may be downloaded in electronic or hard copy form by the class teacher/specialist subject teacher who must ensure that confidentiality is maintained.

School based assessments are stored on the intranet.

It is the responsibility of the class/subject teachers to read any relevant assessments or a synopsis of external assessments - which is provided on the Support Plan, and to put into their class teaching the recommendations that the SENCO has made.

It is the responsibility of the SENCO to draw the attention of the teachers to the assessments.

It is the responsibility of the class/subject teachers/key worker to familiarize themselves with the reports and plans.

Notes regarding meetings with parents will be kept in pupils' SEN electronic files. Any other records, Educational Psychologist's reports, Speech therapy etc are kept by the SENCO in the SEN office in the pupils' files.

The special educational needs/ School Support register of pupils is placed on the staff intranet and all records are updated by the SENCO when appropriate. The SENCO emails all staff drawing their attention to the list a) when it is updated b) at the start of each term.

These records will be kept in two separate registers: an *active* register detailing provision for all pupils currently receiving support and an *inactive* register of the records of pupils who were supported in the last three years.

At the beginning of each term, the SEN register is updated. All staff have access to the current SEN Register. For every pupil on the register with a current Support Plan, this is kept in the SEN file which may be electronic or paper copy. SEN Support Plans are working documents and used when planning – they are accessible on the school system but remain confidential.

SEN Support Plans: These will show provisions which are additional to, and different from, that available to all. Where appropriate, it focuses on up to two key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- relevant background information and a synopsis of areas of difficulty;
- the teaching strategies to be considered;
- optional space for individual curriculum targets to be set and reviewed by teachers
- the overall map of provision currently in place; and
- when the Plan is to be evaluated and reviewed, including next steps and revised targets as appropriate.

IEPs (for the minority of pupils receiving specialist teaching) contain **SMART targets:**

- short;
- measurable;
- achievable;
- realistic; and
- have a define time.
- Up to 6 (no more) short term targets/ outcomes set for or by the pupils, with a review date specified;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria ;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

SEN Support Plans and IEPs are based on a cycle: **assess; plan; do; review**. As far as possible pupils' needs are met within the classroom, in a few instances with permission from parents we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, three times a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil. Parents are sent a copy and are asked to sign a copy for the school to keep.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCO whenever they need to.

Other procedures

Strands and Waves of Action to meet special educational needs at Huddersfield Grammar School

Increasingly specialised waves of provision	<u>WAVE 1</u> Differentiated learning in class	<u>WAVE 2</u> Differentiation + small group support	<u>WAVE 3</u> Differentiation + individual help	<u>WAVE 3</u> Individual help + advice from an external agency
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, screening tests, SATs, in-school whole class assessments :Midyis/Yellis,etc	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets, organised by class teachers with TA support	Individual or small group specialist tuition to support IEP targets	Individual specialist tuition to support IEP targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEN/Learning Support Team as necessary	TA/teaching staff in liaison with class/ form teachers and the parents/ carers	Learning support staff in liaison with class/form teacher and parents/ carers	Learning support staff in liaison with external therapist, class/form teacher and parents/ carers
Curriculum and teaching methods	Quality First Teaching/Differentiation for curriculum access using multi-sensory (VAK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programme to support specific targets; Access to ICT	Individual programme to support specific targets; Access to ICT

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Headmaster and the Senior Management Team.

The SENCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCO timetabled administrative time to meet with class/subject teachers and for the SENCO to observe SEN children where appropriate, with the class or subject teacher's agreement.

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress* for their starting point and underlying abilities.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

(SEN Code of Practice 2001)

Integration

Children with SEN are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, are allowed according to the JCQ regulations. At Huddersfield Grammar School our Senco is also the school's specialist assessor and a

member of AMBDA. All necessary assessments for Access Arrangements are therefore carried out in school.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Headmaster advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

3. Testing

Assessment in primary schools (teacher based)

Suggested tests include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:
 - basic background details about the pupil. This may include a taster sessions;
 - more detailed background including parents' questionnaires and details of the pupil's medical history;
2. Older children: (teacher based assessments)
 - taster days and academic assessments prior to entry;
 - informal assessments by the class teacher;
 - CAT Progress Tests in English and Mathematics at the end of Years 1 to 8;
 - CEM MidYis Assessment in Year 7;
 - CEM Yellis Assessment in Year 10;
 - In class assessment of the pupil's reading age using a test which provides a standardised score;
 - A single word spelling test which provides a standardised score.

Assessment in secondary schools (Specialist assessments)

Assessment	Purpose
LUCID Exact	GCSE Access Arrangements Reading Comprehension Reading Comprehension Speed Spelling Handwriting Speed Typing Speed
LUCID Rapid +Dyslexia Portfolio	Dyslexia screener Phonological Processing (4 - 15 years) Working Memory (4 - 15 Years) Phonic Decoding Skills (8 - 15 years) Visual-verbal integration memory (4 - 7 years)
WRAT 4	GCSE Access Arrangements Word Reading Spelling Maths Comprehension
WRIT	General Ability Verbal IQ Visual IQ
BPVS3	Receptive language ability/vocabulary
CTOPP 2	GCSE Access Arrangements Phonological Processing Processing Speed Short Term Memory
	GCSE Access Arrangements Visual Processing General processing
DASH	GCSE Access Arrangements Handwriting speed
TOMAL2	GCSE Access Arrangements Short Term and Working Memory/ concentration Index
GORT5	GCSE Access Arrangements:Rate, Accuracy, Fluency, and Comprehension + Oral Reading Index
PHABB	Phonological assessment battery (to 12 years)
YARC	Reading Comprehension/fluency (4-16 years)
CAT	Maths, diagnostic and ICT based (for 8 year olds upwards)
GL Assessment Dyscalculia screener	4-16 years