



HUDDERSFIELD GRAMMAR SCHOOL

Special Educational Needs and Disability Policy

Huddersfield Grammar School September 2017

1.0 Definition of Special Educational Needs and Disability (SEND)

1.1 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also 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'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

2.0 Legislation and regulation

2.1 This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
- The Data Protection Act 1998.

3.0 Principles underlying practice

3.1 The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
- Provide support for teachers to meet the learning needs of all pupils.

3.2 The school takes a sympathetic and professional whole-school approach to pupils with SEND.

3.3 Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

3.4 To ensure the needs of pupils with SEND are addressed, the Learning Support Team, led by Mrs Hutson, will:

- Identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
- Develop and monitor support measures where a need is identified;
- Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
- Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
- Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- Communicate effectively with parents/guardians on the learning needs of pupils and provide a Learning Plan for those pupils on the Learning Support Register and ensure that these are circulated to the staff of specific pupils; and

- Collate evidence to support applications for additional funding and access arrangements in examinations.

4.0 Identifying special educational needs

4.1 Early identification of pupils’ needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

4.2 In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

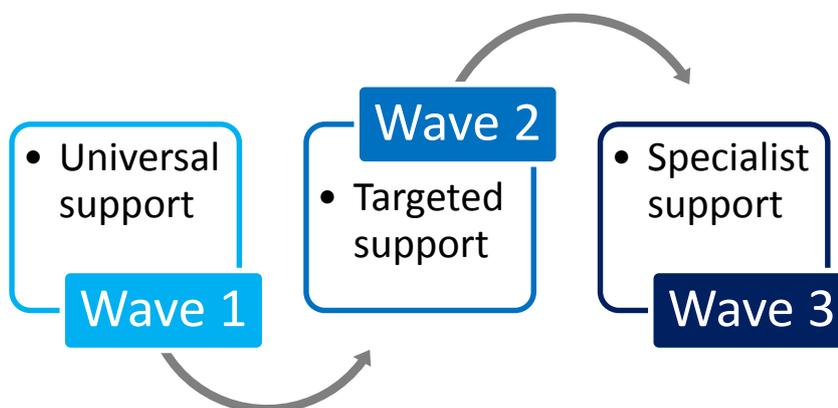
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students’ needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5.0 Early Years

5.1 This policy applies to children in the early years. The person with responsibility for SEND in the early years is the SENCo, Mrs Hutson.

6.0 Categorisation of students

6.1 We use a simple categorisation of students which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

7.0 The graduated approach

7.1 The school's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.

7.2 The first response to existing SEN or possible SEN is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:

- Standardised tests, e.g. GL Assessment, NFER, CAT, MIDYIS, YELLIS, ALIS;
- Educational Psychologist (EP) or Specialist Teacher reports;
- Information from previous schools for new pupils;
- Discussions with parents;
- Observations in lessons;
- In-class assessments; and
- Discussions with Learning Support Team.

- 7.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:
- Additional assessment by the Learning Support Team;
 - Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, study skills, writing skills, or revision techniques;
 - Mentoring sessions; and
 - The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject lessons.
- 7.4 Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:
- Education or Clinical Psychologist, or Psychiatric Assessment;
 - Full Specialist Teacher assessment;
 - CAMHS involvement;
 - EHCP request; and/or
 - GP review.
- 7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8.0 Responsibility for SEN

- 8.1 The SEND Code of Practice makes explicit that, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalised Learning Plan. The Learning Support Team works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

1. 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

9.0 Managing learning for pupils on the SEND Register

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.

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.

a) 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

b) SEN Support Program

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.

10.0 EHC Plans

10.1 Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for pupils with EHC plans is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

11.0 Recording SEND

11.1 We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils. For each pupil with SEND, the SENCo will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the SEND 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.

12.0 External agencies

12.1 We always work proactively and collaboratively with external agencies.

13.0 Exam concessions

13.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Learning Support Team will assess needs and update the evidence.

14.0 Use of laptops and word processing

14.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

15.0 Extra time

15.1 In order to qualify for extra time in an examination, the school will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.

16.0 Transition

16.1 Transition can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need.
- Head of Learning Support will contact the previous school.

16.2 Where children with SEND leave the school, the SENCO will work cooperatively with the receiving school to provide information about the pupil.

17.0 Management and roles

17.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The Senior Management Team, led by the Head, should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. The SENCo for the school is Mrs Hutson. To ensure best practice, the SENCO is an experienced, qualified teacher with relevant specialist qualifications.

17.2 Class and subject teachers

- Responsible for the progress of pupils with SEND.

17.3 The SENCO

- The SENCO has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.

- The SENCO plays an important role with the Head and proprietor in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.

17.4 In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCO is also responsible for the following:

- In relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
 - Monitoring the effectiveness of any special educational provision made;
 - Securing relevant services for the pupil where necessary;
 - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date;
 - Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made;
 - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
 - Selecting, supervising and training learning support assistants who work with pupils with special educational needs;
 - Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
 - Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs; and
 - Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

17.5 The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

18.0 Document retention

18.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation:

Basic file description	Retention period	Action at end of administrative life of the record
Special educational needs files, reviews and individuals education plans	Date of birth of the pupils + 25 years	Secure disposal
Basic file description	Retention period	Action at end of administrative life of the record
Statement maintained under section 234 of the Education Act 1990 and any amendments made to the statement	Date of birth of the pupils + 25 years (normally retained on the pupil file)	Secure disposal unless the document is subject to a legal hold
Advice and information provided to parents regarding educational needs	Date of birth of the pupils + 25 years (normally retained on the pupil file)	Secure disposal unless the document is subject to a legal hold

18.2 See the School Records Management Policy for advice on Pupil Records.

19.0 Complaints

19.1 All complaints should be dealt with via the school’s agreed Complaint Procedure.

Special Educational Needs Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy School Records Management Policy

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	01.09.2017
Review date	Review and update for implementation from September 2018