

WATFORD GRAMMAR SCHOOL FOR BOYS



SEN & DISABILITY POLICY

Headmaster's signature

8/5/18

Chair of Governors' signature

8/5/18

MISSION STATEMENT

“To provide an education of the highest quality which meets both individually and collectively the needs and aspirations of students”.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice September 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The SEN Information Report
- Teachers Standards 2012

This policy should be read in conjunction with the following school policies and documents:

Equality Policy, Accessibility Policy, Child Protection Policy, Behaviour Policy, Home-School Agreement, Admission Procedures as explained within the School prospectus, SEN Information Report and Medical Policy.

Definition of Special Educational Needs (SEN) as taken from Section 20 Part 3 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

SCHOOL AIMS:

Our aim is to provide an education of the highest quality to meet the individual and collective needs and aspirations for every student.

We aspire to be the best in all that we do.

Develop a sense of personal worth for all students.

Ensure that every student thinks, learns, is caring and has the opportunity to progress.

Develop the strengths and skills needed to meet the challenges in life after school.

Provide and maintain an environment where staff can develop their skills and career path and work to the best of their abilities.

This policy is a means of showing how we are pursuing these aims especially for students with Special Educational Needs and Disability (SEND).

Our values and vision for SEND in our setting:

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice. In line with the School's Equality Policy the Headmaster will ensure that the school practice does not discriminate, directly or indirectly against any pupils in school and that the school is accessible to all, supports all students to excel by offering pathways necessary for progression and equip students with the skills and attributes necessary for adult life.

Objectives:

The Learning Support Department is based next to the canteen and can be accessed by all students, staff and parents within the school. The department runs an open door policy. Boys can come into Learning Support at any time and find someone who can give them advice and assistance or direct them to a member of staff who may have more experience in the particular area. Apart from the differentiated curriculum available to boys at Key stages 3 and 4, a number of other facilities have been put in place by the Learning Support Department to support boys with Special Educational Needs. The School:

- Welcomes pupils with SEND and meet their needs in a positive manner so they achieve their best
- Provides 'Quality First Teaching' which is good teaching and learning for all pupils based on careful analysis of need, close monitoring of individual progress and consistent practice in the classroom.
- Identifies and assesses pupils with SEND as early as possible by gathering information from teachers, parents, pupils and other agencies. Assessment is secure, continuous and acted upon.
- Ensures that the effectiveness of specific types of support is understood and the right support is put in place at the right time.
- Ensures that the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- Supports pupils with a wide range of SEND. As directed by the duties under the Equality Act

2010 towards individual children and young people with disabilities, our school makes reasonable adjustments, including the provision of auxiliary aids, external services and access arrangements for exams/tests, to prevent our students being put at a substantial disadvantage.

- Takes into consideration pupil voice, parent voice and input from other professionals
- Ensures all staff are aware of pupils' needs and are able to use and evaluate distinctive teaching approaches to engage and support them.
- Encourages confidence and raises self-esteem by providing a caring, well organised environment and gives high priority to their emotional well-being so that pupils with SEN can achieve their best.
- Helps prepare for transition from junior school, into KS4, sixth form, to college or University by providing a careful transition programme as required.
- Ensures that the deployment of other adults in the class room i.e. support staff aids learning. Teachers and support staff work together to ensure that the right support is being provided for the right child.
- Works towards pupils developing independent learning skills and managing their own learning.
- Ensures that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- Develops the existing skills of staff in the identification, assessment of and provision for pupils with SEN and provides training and support through INSET and individual CPD opportunities.

How we aim to meet these objectives:

1. Responsibility for the co-ordinating of SEND provision:

- The person responsible for overseeing the provision for pupils with SEND is the Headmaster.
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCo.

2. Arrangements for co-ordinating SEND Provision:

All staff have access to the following information available on T drive on the school network:

- Watford Grammar School for Boys' SEND Policy
- Watford Grammar School for Boys' SEN Information Report
- Access to the Provision Map via the link www.provisionmap.co.uk provided by Edukey. This gives details of the SEND list in each year/form, areas of need, pupil profiles including areas of strength and areas of concerns, provision and teaching strategies for each individual pupil.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Access to meeting records via the SENCO
- Regular feedback on attendance and progress of SEND students.

3. Identification of pupils' needs:

'Every Teacher is a Teacher of SEND'

. 'Quality First Teaching' – The baseline of learning for all pupils

The SEND Code of Practice identifies four broad areas of need. These four broad areas give an overview of the range of needs that should be planned for while supporting a student with SEND.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Impairment

As per the Code of Practice 2014 (6.15) "A pupil has SEN 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". Teachers, supported by the Senior Leadership Team, should make 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
- widens the attainment gap.

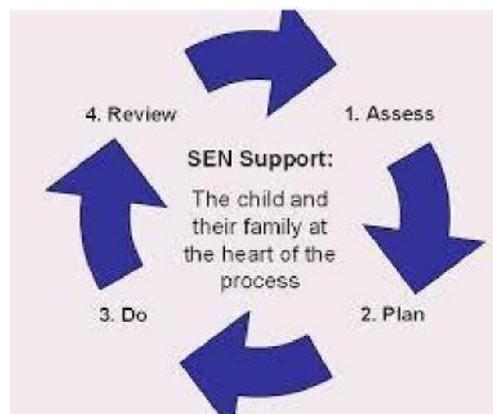
Within the school, pupils with SEND are identified in a number of ways:

- Some students entering the school in Year 7 will often have been identified as having a special educational need and relevant documentation will be sent through by the primary school in advance of the child starting the school. For students with an Education, Health and Care Plan (E), the SENCO will visit the primary school in the summer term to attend the annual review meetings and gather evidence of the needs of the students.
- All new entrants to Year 7 students undertake a reading test involving comprehension, a spelling test involving phonic knowledge, sight word memory and grapheme-phoneme correspondence, a MidYIS test (Computer test) assessing academic achievement, non-verbal and verbal reasoning, a Maths test and a handwriting test involving speed and alphabet sequencing. These results are analysed by the SENCO who identifies students needing further intervention.
- More detailed testing of students across the school is carried out during the course of the year on an individual basis as necessary to identify areas of difficulty. This is in addition to the behaviour and pastoral tracking that is in place to identify students with underlying SEND needs.
- Weekly meetings with Heads of Year and Assistant Head teachers (Pastoral) by the SENCO in order to discuss specific concerns within the year group.

- Regular monitoring of half-termly tracker results by the Learning Support Department to ensure progress is made by all pupils.
- Teachers contact the Learning Support Department directly for support and advice regarding individual pupils.
- LSAs within Learning Support department are highly trained to identify students who are encountering difficulties within the classroom. In discussion with the Subject teacher a referral could be made to further assess the needs of the individual student.
- Sometimes students will self-refer if they are concerned or anxious about an aspect of their learning.

4. Graduated Response:

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the student will be included in the ‘School SEND List’ under the category of ‘SEN Support (K)’. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place which helps remove barriers to learning. The support provided consists of a four part process indicated below:



Assess:

- Teacher identifies pupils with learning needs by analysing their needs, using assessments, experience of working with the pupils, details of previous progress and attainment, comparison with peers and national data, views of pupils and parents and any external agencies.

Plan:

- Planning which involves consultation with subject teachers, Heads of Year, Heads of Department, SENCO, pupils and parents to agree support and outcomes. Strategies, interventions and support required will be noted on the pupil profile.

Do:

- The subject teacher and form tutor will retain responsibility even when the pupil is involved in either group or individual interventions. The impact on progress, development and/or behaviour is recorded and is reviewed regularly.

Review:

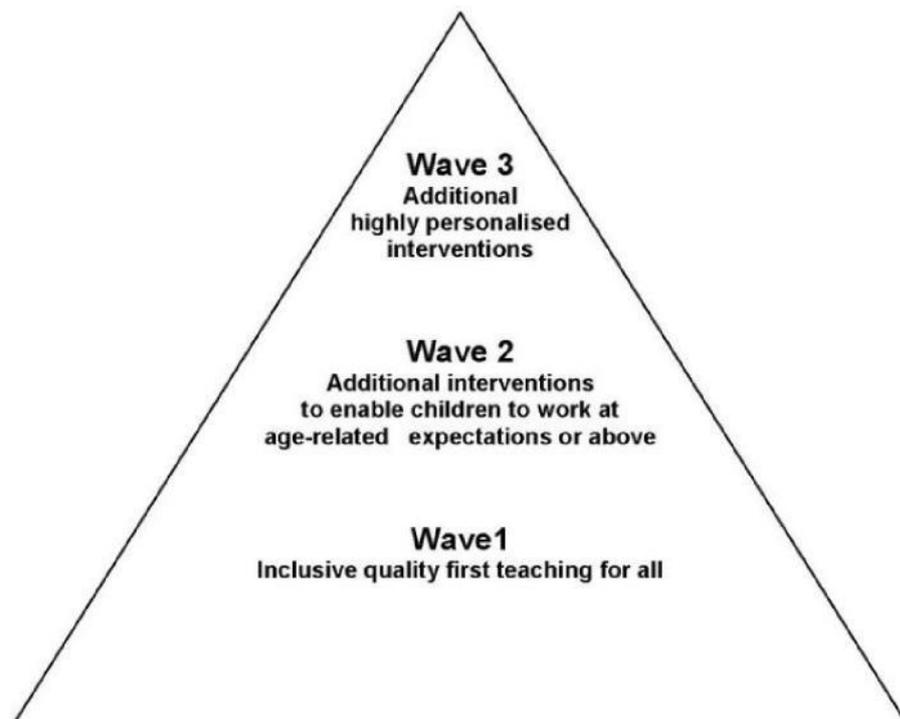
- Reviews are in line with the agreed dates by the school. Attendance and progress is carefully analysed and we evaluate the impact and quality of the support and intervention. We also take into account the views of pupils and parents. If necessary assessments from outside professionals may be considered at this stage.

The majority of students with SEND will have their needs met within the school effectively at SEN Support level. This cycle of assess/plan/do/review will continue if the child is making progress with this additional support.

In some special circumstances, the special educational provision required to meet some of the pupils' needs cannot be provided from within normal resources in which case evidence is gathered to request an assessment by the local authority for an Education, Health and Care Plan. The SENCO liaises closely with parents, Educational Psychologist and appropriate outside agencies to complete the EHCP paperwork.

Provision:

At Watford Grammar School for Boys we use a three tiered approach in supporting students to overcome barriers to learning.



Quality First teaching:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and

development of the pupils in their class, including where pupils access support from LSAs or specialist staff (Code of Practice 2014)

We have a team of LSAs within the Learning Support Department who work closely with teachers in supporting SEND students. We also have one full time and a two part time Specialist Teachers who are trained in different areas of SEND, including access arrangements. LSAs add value to what teachers do and help SEND pupils with their needs as classified in the four areas of need. They are an invaluable resource in supporting students to develop independent learning skills and manage their own learning.

Sixth form mentors are chosen after careful consideration and training in order to work with the younger pupils in areas of English, Maths, Science, 1-1 mentoring through special interests.

The SENCO and other SEND staff work closely with subject teachers to ensure that students with SEND have good access to learning across the curriculum. The SENCO meets with all new teaching staff to help ensure that they understand statutory obligations and become responsible for the progress of SEND students. They are also introduced to the school systems and SEND staff and given guidance on how to access SEND information. Advice and training is ongoing and available for teachers from the SENCO, Specialist Teachers and external professionals.

Wave 2 interventions:

Some students will require additional support in order to maintain progress. This may take the form of a short term or long term intervention.

Details of all Wave 2 interventions for each year group and for each area of need are listed on the school website (Moodle) under Learning Support.

Wave 3 interventions:

A small percentage of students may require additional and targeted interventions to enable them to make progress. This will be overseen by the SENCO or the Specialist Teachers. Some students will have a modified curriculum in Key Stage 3, Key Stage 4 and 5 so that they are able to work towards achieving their personalised goals and be able to access further education either in college or university.

Details of all Wave 3 interventions for each year group and for each area of need are listed on the school website (Moodle) under Learning Support.

Details of provisions provided for students are updated on the provision map and pupil profile regularly.

Support from External Agencies:

Where necessary advice can be sought from external professionals for target setting and working towards particular outcomes. Reports from professionals are circulated to all relevant teaching staff, Head of Year, Head of Department and LSAs and the pupil profile is updated accordingly. The external agencies could include:

- The Educational Psychologist
- Advisory Teachers for autism, hearing impairment and visual impairment
- Speech and Language Therapist
- Connexions Personal advisors
- Chessbrook support – Outreach Counselling services, modified curriculum support at Chessbrook, Reflect and Relaunch – Thinking Matters Support
- Child and Adolescent Mental Health mentoring services (CAMHS)
- Virtual Schools Education Advisers – for children who are looked after

Evaluating the success of provision:

In order to make consistent continuous progress in relation to SEND provision, the school encourages regular feedback from staff, parents and pupils during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of the provision by means of a questionnaire. Heads of Year, Heads of Department along with the SENCO will monitor pupil progress on a half termly basis in line with the SEND Code of Practice. The Learning Support Department offer an Open door policy where parents can access the SENCO or the SEND staff regularly. Further feedback to parents can be given at any time through email contact directly to Learning Support. A formal evaluation of the effectiveness of the SEND provision and policy is compiled in the departmental Self Evaluation Report.

Access Arrangements:

Students are assessed by the school's Specialist Assessor for appropriate access arrangements in line with the Equality Policy and arrangements are put in place for students so that they are best able to show their learning in school assessments and examinations. In KS3, students are given informal access arrangements while the normal way of working is being established. At the end of KS3 and KS4 access arrangements are applied for to the Joint Qualifications Council and agreed access arrangements are put in place for internal and external assessments.

Pupils with medical conditions:

The school has a Medical Policy which details the named person who has overall responsibility for the implementation of the policy, procedures of notification for the implementation when a pupil has a medical condition, use of Individual Healthcare Plans, roles and responsibilities, emergency procedures and all requirements for students with medical conditions.

Safeguarding:

The school has a Safe-Guarding Policy which details the named persons who have overall responsibility for implementing all of the procedures required within the policy. The school uses the CPOMS system of recording and monitoring for all safeguarding issues and all staff have regular training on safeguarding issues which must be updated every 2 years. Bullying is considered a safe guarding issue and the school takes a zero tolerance stance in this regard. Parents are invited to contact their son's Head of Year if there are issues of bullying to discuss.

Funding:

All mainstream schools and academies are provided with resources to support those with additional needs, including

pupils with SEND and disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND.

The funding is used to support all students with SEND whether or not they have ~~a statement or~~ an EHC Plan.

Complaints process:

The school has a Complaints Policy which details requirements regarding complaints made to the school. This policy is available for all parents on the school website. Details of the complaints process regarding SEND are noted in the school's SEN Information Report.

Policy Implementation and Review:

All teaching staff and support staff are responsible for the implementation of the Special Needs Policy with help and support and managed by the SENCO.

The school SEN Information Report contains information on the implementation of the school's SEND Policy.