

# Special Educational Needs and Disabilities Policy

## Lancaster Girls' Grammar School

Purpose of the Policy	<p>The aim of this policy is to ensure that:</p> <ul style="list-style-type: none"> <li>▪ All governors and staff at LGGS know what the school policy is on educating pupils with Special Educational Needs and Disabilities and are able to follow the policy when needed</li> <li>▪ All pupils and parents know what the school policy is on SEND, and what they should do if concerned about their daughter</li> <li>▪ LGGS fulfils its statutory responsibility to respect the rights of children and to safeguard and promote their welfare</li> </ul>
Teacher responsible for Policy	SENCo Headteacher
Dated	Reviewed May 2021

### 1 Status and scope

- 1.1 **Application:** This policy applies to all students, parents and staff at Lancaster Girls' Grammar School (Academy). Copies of the policy are available on request and the policy is published on the school's website.
- 1.2 **Policy status:** This policy has been approved by the Head and the Governing Body of the Academy. It takes into account the *Special educational needs and disability code of practice 0 to 25 years (DfE 2014)*, The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs and Disabilities (**SEND**) decisions will be informed by the Code.

- 1.3 The policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.4 **Accessibility:** This policy can be made available in large print or other accessible format if required.

## 2 Principles

- 2.1 The Academy's approach to SEND and learning disabilities will operate within the following five principles:
  - 2.1.1 a child with SEND should have their needs met;
  - 2.1.2 the needs of children with SEND will normally be met in mainstream schools or settings;
  - 2.1.3 the views of the child should be taken into account;
  - 2.1.4 parents have a vital role to play in supporting their child's education;
  - 2.1.5 children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- 2.2 The Academy and the Governing Body of the Academy will act in accordance with Appendix C of the Academy Funding Agreement, which is set out at Appendix 1 to this policy.

## 3 Definitions

- 3.1 **Special Educational Needs:** Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.
- 3.2 **Learning difficulty:** Children have a learning difficulty if they:
  - 3.2.1 have a significantly greater difficulty in learning than the majority of children of the same age; or
  - 3.2.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (if your child has a disability, please ask to see our Disability Equality Scheme);
  - 3.2.3 are under five and fall within the definition at 3.2.1 or 3.2.2 above or would so do if special educational provision was not made for the child.
- 3.3 **Special Educational Provision** means:
  - 3.3.1 for children of two years or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (**LA**), other than special schools, in the area.

3.4 **SEN Coordinator (SENCo):** This is a member of staff in the Academy who has responsibility for co-ordinating SEN provision in the Academy. The Academy has one SENCo. The responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the Academy's SEND policy
- liaising with and advising fellow teachers
- managing the SEND learning support assistants
- coordinating provision for students with SEND
- monitoring provision for students with SEND through regular feedback from colleagues and parents and meetings as necessary
- overseeing the records on all students with SEND
- liaising with parents of students with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- co-ordinating the responsibilities in Appendix C of the Academy Funding Agreement.

3.5 A "mainstream" school / academy is a school / academy that provides education mainly for children who do not have SEND. The Academy is "mainstream", as opposed to a special school, which would provide education solely for children with SEND.

3.6 SEND Support is Special Educational Needs Disabilities Support which replaces the previous School Action and School Action +

3.7 EHC Plan is an Education and Health Care Plan which replaces the previous Statement of Education

## 4 Policy statement

4.1 At LGGS we aim to

- enable pupils with special educational needs to reach their full potential and to be included fully in the school community
- address the needs of all children with SEND
- allow pupils the greatest possible access to a broad and balanced education, including the National Curriculum
- ensure the identification of all children requiring SEND provision as early as possible in their school career
- meet the needs of most pupils in the mainstream and without a statutory assessment of statement of SEND

- secure the greatest possible degree of partnership between parents, their children, the school, LEA and other agencies
- ensure that parents of children with SEND are kept fully informed of their child's progress and attainment
- recognise that exceptional ability might be demonstrated in a variety of areas
- ensure that children with SEND take as full a part as possible in all school activities
- encourage the development of positive attitudes to all aspects of learning through the provision of stimulating and challenging opportunities, on a "whole school" basis, including extra-curricular activities
- allow for and promote advanced development both within the framework of the National Curriculum and beyond through extension and enrichment activities in departmental Schemes of Work and the judicious intervention of the teacher to urge pupils to a higher level of knowledge, skill, understanding and independent learning
- ensure that staff roles and responsibilities are clear and that co-ordinated support is available for children and for members of staff.
- ensure that children with SEND are involved, where practicable, in decisions affecting their future SEND provision

4.2 **Training:** Key staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. In addition there will be in school training devoted to learning strategies to help support students with special educational needs.

4.3 **Consultation:** We will consult with parents about their child's learning difficulties / SEND and ensure that teachers are given any necessary information about a child's learning difficulties / SEND and that teaching practices are appropriate.

## 5 Identification, screening and assessment

5.1 **Screening test:** Screening tests for learning difficulties / SEND are carried out if learning difficulties are identified by teachers, parents or the student concerned. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process. A screening test is not a formal assessment.

5.2 **Outcome of tests:** If the outcome of a test or any other circumstances gives us reason to think that a student may have a learning difficulty / SEND, we will report and consult with parents as necessary and make recommendations.

5.3 **Formal assessment:** If the test results indicate that your child may have a learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being formally assessed by an Educational Assessor, Local Authority educational psychologist or a speech and language therapist.

## 6 Provision

- 6.1 **Students known to have SEND:** If a student is known to have SEND when they arrive at the Academy, the Head, SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:
- 6.1.1 use information from the student's primary school to provide starting points for the development of an appropriate curriculum for the student;
  - 6.1.2 identify and focus attention on the student's skills and highlight areas for early action to support the student within the class;
  - 6.1.3 ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning;
  - 6.1.4 ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme;
  - 6.1.5 involve the student in planning and agreeing targets to meet their needs;
  - 6.1.6 involve parents in developing and implementing a joint learning approach at home and in school.
- 6.2 **Inclusive schooling:** The Academy will follow the guidance in *Inclusive schooling: children with special educational needs* (DfES/0774/2001) Department for Education and Skills (DfES), November 2001.
- 6.3 **Graduated approach:** The Code recommends a graduated approach of action for children with SEND which is in addition to or different from the differentiated curriculum normally provided. The Academy's approach is explained in the table below. However, each case will be considered on an individual basis and where necessary action taken outside of the "graduated approach".

Stage of provision	Action involved	Who is involved
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SEND support	<ul style="list-style-type: none"> <li>Action additional to or different from that provided in the normal differentiated curriculum</li> <li>Individual Education Plans (<b>IEPs</b>) and reviews of IEPs.</li> <li>If there is no progress at SEN support an application for an EHC Plan assessment may be identified.</li> </ul>	SENCo Head of Key Stage Subject teachers
<b>Stage of provision</b>	<b>Action involved</b>	<b>Who is involved</b>
Education and Health Care Plan assessment	<ul style="list-style-type: none"> <li>If no progress is being made at SEND support request for an EHC Plan assessment can be made to the Local Authority by the Principal / parents / SENCo or outside agencies such as Educational Psychologist / Speech and Language Therapy (<b>SALT</b>) / Occupational Therapy.</li> <li>LA meets and reviews advice and reports from professionals.</li> <li>EHC Plans will apply to very few students.</li> </ul>	SENCo Head of Key Stage Subject teachers External support Local Authority
Education and Health Care Plan	<ul style="list-style-type: none"> <li>LA issues EHC Plan based on evidence provided by above agencies.</li> <li>Individual Education Plans and reviews of IEPs</li> <li>Interaction with outside agency such as SALT/ EP/ OT</li> <li>Annual Review of the EHC Plan.</li> </ul>	SENCo Head of Key Stage Subject teachers External support Local Authority

**6.4 Resources:** Resources will be allocated to ensure the most appropriate form of provision, which may include:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support assistant
- In-class support with a support assistant

- Support from specialists within class or as part of a withdrawal programme
- Purchase of specialist equipment to support learning
- Changes to the building, where possible, to improve access for children with SEND.

**6.5 Individual Educational Plans:** If the parents and the Academy decide that a student should receive SEND support or apply for an EHC Plan the Academy will work with the parents and other agencies if appropriate in order to employ strategies to assist progress. Such strategies which will be written in an IEP, will include:

- the difficulties faced by the student
- the teaching strategies to be used with the student
- strategies the student can use to help themselves
- the provision to be put in place
- when the plan is to be reviewed
- access arrangements for examinations identified through educational assessments.

6.4 **Review:** IEPs will be reviewed at least twice a year.

## 7 EHC Plans

### 7.1 Provision under the EHC Plan:

Where a prospective student has an EHC Plan, we will consult the parents and, where appropriate, the LA to ensure that the provision specified can be delivered by the Academy. We will co-operate with the LA to ensure that annual reviews are carried out as required. The Academy (as well as the parents) can ask the LA to arrange an Assessment of the student. The Academy will always consult with parents before exercising this right. If the LA refuses to make an Assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

## 8 Welfare and examinations

8.1 **Welfare needs:** The Academy recognises that students with special educational needs or learning difficulties may be at risk of being bullied. The Academy has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

8.2 **Concerns and complaints:** We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure.

8.3 **Examinations:** Children who have been diagnosed as having a learning difficulty / SEND may be eligible to apply for extra time to complete internal examinations and

public examinations. You are asked to liaise with your child's Head of Key Stage in good time with respect to this.

## 9 Record keeping

9.1 **Records from previous schools:** Primary schools are required to transfer to secondary schools records for all students within 15 school days of students ceasing to be registered at the school. The Academy will make full use of this information in determining the provision for students with learning difficulties or SEND.

9.2 **SEND Records:** The SENCo has responsibility for ensuring that records are properly kept and available as needed.

## 10 Monitoring, evaluation and review

10.1 **Annual review:** The Governing Body will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of children with SEND. They may wish to consult support services used by the Academy, other schools and parents. The governing body will advise the Academy as to whether any amendments to the policy are required.

10.2 **Evaluation:** The SENCO will prepare an evaluation report annually which will be presented to the Staffing and Pastoral subcommittee. Monitoring the progress of children with SEND is part of the school's on going monitoring the progress of all groups of pupils.

The Governing body have ultimate oversight of the implementation of this policy and will review this policy annually. The named governor responsible for SEND is the Chair of the Students Parents and Community subcommittee.

**Authorised by**

**Date**

