



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL

SEN/D Policy

	Position/Committee	Date
Prepared by	Assistant Headteacher: Groups, Inclusion & Intervention	July 2018
Approved by	Board	July 2018
To be Reviewed	Board	By July 2019

Ilkley Grammar School SEN/D policy 2018-19

1. Vision, values and broader aims

“Our vision for inclusive learning at IGS is that whatever their starting points all students are enabled and empowered to achieve their personal best.

We believe that this can be achieved through a caring, systematic, personalised and holistic approach to overcoming barriers to learning and personal development.”

This **SEND policy** and the **SEND Information Report** outline how the school will ensure that the necessary provision is made for any student who has special educational needs and how those needs are made known to all who work with them.

The school will ensure that teachers in the school are able to identify and provide for those students who have special educational needs. This will enable equality of access to the curriculum and the wider activities of the school, so far as is reasonably practical.

We are also committed to including all stakeholders in decision-making processes, in particular students themselves and their parents/carers while maintaining appropriate confidentiality.

2. Development and implementation

This policy was developed by the Assistant Headteacher (Groups, Inclusion and Intervention) and the SEN/D Co in consultation with the Headteacher, Leadership Team and governors.

This policy is based on the statutory [SEN and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN/D co-ordinators (SENCOs) and the SEN/D information report

The **SEND policy** should be read in conjunction with the IGS **SEN information Report** which is a statutory document reviewed by the governors each year and which contains more detailed information about how the SEN policy is implemented in school. Both are to be found on the school website.

The **SEND Information Report** constitutes our ‘**School offer**’ and has been developed with regard to the ‘**Local Offer**’ for Bradford which sets out what all schools in the local authority should provide. Please see Appendix 1 for a visual summary of how these documents fit together.

3. Definition and Identification of SEN/D

Definition of a Special Educational Need

'A child or young person has SEN/D 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. (Draft SEN Code of Practice 2013, 1.8)

Definition of a disability

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

4. Staff training

This policy recognises that all teachers and relevant support staff must be provided with the necessary information and training on an ongoing basis to ensure that the students they teach are able to flourish. Information and training will be provided at a variety of levels as needs arise including at whole-school, curriculum and individual level.

It is also recognised that in some cases collaboration with external agencies may be required in order to access specialised support, but where possible expertise will be developed in school.

In the classroom our core principle is that we are committed to providing 'Quality First Teaching' for all students which places effective differentiation at the heart of our teaching practice. We will hold ourselves to account in this regard through the whole-school Quality Assurance and Appraisal processes using the National Teacher Standards and the Professional Standards for Teaching Assistants (June 2016) as our guide.

5. Monitoring and evaluating the policy

The effectiveness of this policy will be monitored by the Assistant Headteacher (Groups, Inclusion and Intervention) and the Learning Support Manager (SEN/DCo) in partnership with the Headteacher and will be approved by the Governing Body. It will be reviewed annually to take into account changes in national guidance, legislation and any relevant changes in school.

Appendix 1: Visual summary of how the IGS SEN Policy, SEN Report, School Offer and Local Offer fit together. Taken from 'The Key' June 2017

