



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

SEN Policy

	Position/Committee	Date
Prepared by	Assistant Headteacher: Inclusion Learning Support Manager	February 2016
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ILKLEY GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Students have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.

RATIONALE

Ilkley Grammar School will provide an environment in which each individual can flourish and fulfil his or her potential Personal Best. The SEN and inclusion policy details 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 are likely to teach them. The school will endeavour to 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 activities of the school, so far as is reasonably practical.

OBJECTIVES

1. To identify needs and draw up Provision Maps
2. To ensure all students have equal access to a broad, balanced and differentiated curriculum
3. To provide all staff with the necessary information, training and support to give all students equal access arrangements to education
4. To ensure staff meet student need by personalising learning
5. To encourage students and parents to participate in decision-making processes and contribute to the assessment of their needs, the review and transition processes
6. To promote learning by sharing information, skills and advice with all stakeholders.
7. To make efficient use of available resources using open, manageable and effective processes.
8. To have regard to the new DFE Code of Practice for Special Educational Needs when carrying out its duties towards all students with SEND.
9. To have due regard to Bradford Metropolitan Council's Inclusion Statement and SEND policy statement.

GUIDELINES

- The school identifies, prior to entry in Year 7, those students with SEN and those requiring additional intervention. Initial contact is made by letter from the Head of Learning Support to parents confirming their son's or daughter's SEN status and/or need for additional intervention. The school also carries out a number of tests including CAT testing in Year 7 that help to identify any students with additional needs



- All teachers are teachers of students with special educational needs. Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there is a need to provide an additional level of provision that supports and enhances their learning abilities.
- All staff have access to How Needs May Be Met documents for students about whom concern has been expressed. All staff should make themselves familiar throughout the year with the individual needs of every student in their classes and make differentiated arrangements for their learning. For Year 7 students this is created after liaison visits with the Primary schools by the Head of Learning Support as part of the transition process. This is reviewed and amended each half term, with updates on individual students provided as necessary. It is the responsibility of each individual member of staff to take advice into account when working with students. This is a sensitive document and due care should be taken to protect confidentiality. This document is available via Sims Learning Gateway.
- The school will adopt a graduated response to meeting special educational needs that maximises quality first teaching and school resources before accessing specialist expertise.
- The key test of the need for action is evidence that current rates of progress are inadequate despite appropriate differentiation within the classroom. When a student is identified as having special educational needs the school will try to provide interventions that are *'additional to or different from those provided as part of the school's usual differentiated curriculum'*. This intervention will be described as 'K'. This may include the use of support assistants, individual or group programmes such as literacy or numeracy intervention, lunchtime homework club, individualised teaching in or out of the classroom etc.
- If a student is deemed not to be making progress despite receiving an individualised programme and/or concentrated support (or if a student has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff by a specialist service) then external support services may be necessary (former School Action Plus) e.g. special needs advisory teachers, educational psychologists etc. When school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Contact with external services would usually be organised through the Learning Support Department.
- For a few students, the help given by school and external agencies may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a **statutory assessment** which could lead to an EHCP. Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school

will provide written evidence to the LA. From 2002, proposals for formal assessment will be considered by a panel nominated by Bradford Metropolitan Council.

- The Learning Support Department will draw up provision maps in place of individual education plans (IEPs), with the assistance of teaching staff and external advice, students and parents. Copies of individual learning programmes will be made available to the teaching staff of the students concerned and are reviewed termly in conjunction with target-setting.
- Annual Reviews will be conducted for students holding an EHCP or Statement of Special Educational Needs (for some students who haven't gone through the conversion) Staff teaching these students have to contribute written information on current levels of achievement and progress against the objectives. The schedule of reviews, invitations to attend and the collection of information will be carried out by the Learning Support Department.

ROLES AND RESPONSIBILITIES

- In this school provision for students with Special Educational Needs/Learning difficulties and/or disabilities is the responsibility of all members of staff.
- The AHT: Inclusion has strategic responsibility for SEN and will report to the Board of Governors on an annual basis any changes in SEN legislation that may impact on SEN policy and update them on its efficacy.
- The Learning Support Manager is also the Special Educational Needs Co-ordinator. The head of learning support is responsible for the day to day operation of the SEN policy. The main duties are: -
 - Quality assuring and overseeing the day-to-day operation of the school's SEN policy
 - assessing and identifying students with SEN
 - liaising with and advising teaching staff
 - leading and developing the SEN team learning support assistants
 - coordinating provision for students with Special Educational Needs
 - overseeing the records on all students with Special Educational Needs
 - liaising with parents of students with Special Educational Needs
 - contributing to the CPD of staff
 - liaising with external agencies including the LA's Learning Support and educational psychology services, health and social services and other voluntary bodies
 - Ensuring Provision Maps via HNMBM are in place and revised regularly
 - Producing and reviewing the school's SEN policy and Action Plan following consultation with others such as SLT and link Governors of the school.
- Specialist provision
 - Members of the Learning Support team have qualifications in the following areas
 - HLTA status senior learning support staff
 - Hearing impaired support
 - Fire evacuation techniques

- Safeguarding of vulnerable students
- Links with other agencies
 - The school works closely with all of the Local Authority and student support units when identifying, assessing and making provision for special needs students.
 - Prior to transition, the school works closely with all feeder primaries to make arrangements for all students with additional needs including the use of delegate groups
 - We work in partnership with Bradford Metropolitan council and the named LA SEN officer for our school
 - Our Educational Psychologist is Dr Maxine Fletcher
 - We also work closely with other Wharfe Valley, TVP and Red Kite Alliance schools to share good practice as necessary
 - We work with a number of other agencies, including the Autistic Condition Support Service Learning Support Service, Hearing impaired Team, Visually impaired Team, Physical Disabilities Team, NHS Physiotherapy and Child and Adolescent Mental Health Teams

Success Criteria

- The success and efficacy of this policy is judged against the objectives set out above. The policy is reviewed annually and the Governing Body's Annual Report will comment on its implementation.
- Additionally, the school will set specific targets against which progress can be measured on an annual basis. These include attainment targets, set using KS2 data and progress targets (3 levels over 2 key stages) as a minimum.

Linked documents: Supporting students with medical conditions Policy
 Equal Opportunities Policy
 Admissions Policy
 Accessibility Plan

