



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

SEN/D Policy

	Position/Committee	Date
Prepared by	Assistant Headteacher: Groups, Inclusion & Intervention	July 2017
Approved by	Board	July 2017
To be Reviewed	Board	By July 2018

FOR WEBSITE



Ilkley Grammar School SEN/D policy 2017-18

1. Vision, values and broader aims

Ilkley Grammar School will provide an inclusive environment in which each individual is enabled to flourish and fulfil their Personal Best and where all students and staff value the unique potential of each and every member of the community. This SEN policy outlines 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 SENDCo in consultation with the Headteacher, Leadership Team and governors.

This policy is based on the statutory [SEN and Disability \(SEND\) Code of Practice](#) and [advice from the Department for Education](#). It should be read in conjunction with the IGS **SEN Report** which is a statutory document published by the governors each year and which contains more detailed information about how the SEN policy is implemented in school.

The **SEN/D 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 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.*

Identification

Learning needs will be identified where possible prior to Year 7 as part of our transition processes. The identification of emerging needs will be an ongoing process starting from early in Year 7. The learning need of a student is addressed as early as possible because:

- There will be **continuity** for the student when intervention continues from the primary school setting
- Appropriate **differentiation** and **intervention** will help students cope with the demands of the curriculum

- **Barriers to learning need to be overcome** so that they do not present problems for the student during further years at the school
- The evidence gathered over time will also constitute a **'history of need'** and will enable us to establish a **'normal way of working'** for a student. This is required to support applications for Exam Access arrangements in Key Stage 4 and beyond

Students shall be regularly assessed by their teachers and progress data will be collected centrally three times each year. The progress of SEND students shall be monitored by the SENDCo, Pastoral teams and the Leadership Team. This information will be used when advising teachers about possible teaching & learning strategies and in progress discussions with students and to decide whether testing for Exam Access Arrangements will be required in Y9. For students with an EHCP, annual review targets shall be monitored and updated as required throughout the year in discussion with the SENDCo.

Teachers and support staff can make a referral about a student at any point should they have any concerns about a student's ability to access the curriculum or demonstrate their learning. In addition students may self-refer and parents may also make a referral by raising a concern to the SENDCo.

This process will follow the **identify-plan-do-review model**.

SEN/D Codes and registers

The **SEN Register (coded as a K or E on SIMs)** details each individual's particular learning needs and how they can best be met in the classroom. Pupils on this register are receiving **additional and different** provision to support their development. Students with an E code have an Education, Health and Care Plan and additional information can be found on the individual's pupil passport.

K1 - Student is receiving support either from an external agency or from learning support.

K2 - Student is receiving significant support from external agencies and learning support.

K3 - Learning support is making an application for an Education, Health and Care Plan

The **Register of Additional Need (coded as an R in SIMs)** will contain information about students that it is important for teachers to know and may require action at some point (e.g. medical information).

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 Wave 1 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 (SENDCo) 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

