



# King Edward VI Grammar School Louth

<b>Policy:</b>	<i>Special Educational Needs &amp; Disability</i>
<b>Version:</b>	<i>V4</i>
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<b>Governor committee responsible:</b>	<i>The Local Governing Body</i>
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**Signed by the Chair:**

**Date:**

***“Encouraging Excellence, Nurturing Talent”***

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

## **POLICY OBJECTIVES**

King Edward VI Grammar School is a selective 11-18 school which provides teaching and learning opportunities across a broad and balanced curriculum for all students. The school regards every student as having individual needs and seeks to provide a high quality, stimulating, learning environment to ensure that each student has the opportunity to work to their full potential.

### **Objectives:**

- to address the needs of all students in the school;
- to provide a broad and balanced curriculum for all, including full access to the National Curriculum wherever possible;
- within these objectives, to address wherever possible the Special Needs of students. These will include students with physical handicaps, emotional and behavioural problems, specific learning difficulties and able underachievers.

The SEND department is led by Mrs Tanya Branowsky, the Head of Learning Support, who liaises closely with Vice Principle Operations and the Directors of KS3 and KS4. There are three Teaching Assistants working within the Department. The named SENCO for academic year 2016/17 is Mr Mark Hunkin, Vice Principal Operations and the Governor responsible for Special Educational Needs is Mrs Mary Haynes.

Co-ordination will be achieved by liaison between those directly involved with Special Needs (Head of Learning Support and Teaching Assistants) and tutors, teachers, Heads of Year, the Director of Schools and the Principal.

## **ADMISSION ARRANGEMENTS**

Admission to the school in Y7 is by entrance examination, and follows the admissions policy laid down by the Governors. Children with a Special Education Need may be offered dispensation when taking the entrance test. The Principle will consider the evidence, along with the Head of Learning Support before the test is taken, and parents will be informed of the outcome.

Parents of children with Specific Learning Difficulties may supply evidence to the Appeal Committee (eg an Educational Psychologist's Report) to support their request for admission for their child if he/she does not reach the required standard in the entrance exam.

## **RESOURCES**

The Governors are responsible for ensuring that specific funding for specific students who are either statemented or receive an EHC plan is spent directly on these students.

Other SEND funding received is allocated to support the cost of providing a school Special Educational Needs Co-ordinator and the infrastructure needed, providing SEND administration tasks (eg. IEP writing, etc), software/hardware required, etc. The school provides a capitation allocation from the main school budget to the SENCO to cover general operating costs, eg. reprographics, stationery, requests for extra learning support from LCC. In addition the school CPD budget endeavours to ensure that staff are qualified and their knowledge updated on a regular basis to fulfil the requirements of their role and requests for such training are made to the Head of School by teaching staff and to the Business Manager by support staff.

## **IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

Identification will be done in the following ways:

1. Teachers from the feeder schools are asked to identify any student who might need to

be monitored.

2. Parents are asked to indicate on the admission form, any areas of concern which might need special attention. Parents are also invited to discuss any concerns with the Head of Learning Support at the Parent Consultation Evenings or the Yr 7 Evening for new parents.

3. Throughout their school career, students, and their parents, are encouraged to seek help if they think that they have problems which could be dealt with.

4. All students will be assessed in Y7 by means of a MIDYIS test. Identification of students who might benefit from individual assistance will be done by comparing the results of these tests with their entrance score.

5. Some students may be identified from step 4 as benefiting from further screening around their reading and spelling skills. This is a computerised test which measures different skills. Upon completion a report is produced, which is shared with parents.

## **ASSESSMENT**

After the initial identification of need, discussions around whether help will be offered to individual students occurs between the Head of Learning Support, HoY, teachers etc. Assistance will then be offered to the students and parents either by a letter, phone call or meeting and if required a Pupil Passport and/or Individual Education Plan (IEP) will be drawn up.

If concerns remain, they will be discussed between the Head of Learning Support and parents, current interventions will be reviewed and amended as part of the 'Asses, Plan, Do, Review' cycle. Outside help may be sought by referrals to the Educational Psychologist and/or Emotional and Behavioural Support Service as required.

It is expected that the majority of students will receive help within the classroom. A few may require individual support from a member of staff. This may take a variety of forms, eg. help with handwriting, help with correction of spelling or presentation of work, emotional support, help with a specific subject. A number of students require assessment to request extra time in their exams, and this will be done through the School.

## **ACCESS**

All students are expected to follow the National Curriculum. In exceptional circumstances, permission may be sought for a student to be exempt from part of the requirements.

## **INTEGRATION**

All students are fully integrated within Tutor and teaching groups whenever practicable. Teaching Assistants will work within normal lessons whenever possible and withdrawal will be employed as little as possible and normally on the basis of physical need.

Students who return to school from an injury or long term illness will be assessed for their individual needs to ensure they can access rooms and ensure teaching staff are aware of any problems facing these students.

## **REVIEW**

All students have their position reviewed regularly and parents are consulted annually at parents' evenings. For EHCP students, this follows the procedure required by the Code of Practice. For all others, it involves review of the provision for the past year and agreement of continuing provision for the future.

## **COMPLAINTS**

Any parent unhappy with the provision of Learning Support should raise the matter, in the first instance, with the Head of Learning Support. If they remain unhappy about the provision, reference can be made to the appropriate Director of School or Principal, and, if necessary, with the Governor with responsibility for Learning Support. Parents of statemented students can raise complaints through the County procedure leading to the SEND Tribunal.

## **INSET**

Inset will be provided for all staff as appropriate to the ongoing needs of students. This will be in the form of visits from outside speakers, visits to other schools or courses for members of the Learning Support team.

## **HELP WITHIN SCHOOL**

The school provides a number of workshops at lunchtimes to assist students who need individual help (Science, Maths etc.). The progress of individual students is monitored by the teachers in charge of workshops. Individual Education Plans are written and reviewed by the SEND team in consultation with key staff. Able but underachieving students are set demanding targets and assisted in fulfilling their potential. Students with musical ability will be encouraged to use the peripatetic services. Differentiation to take account of the social and intellectual needs of the exceptionally able student will be encouraged.

## **PARENTAL INVOLVEMENT**

Parents will be informed when there is concern about their children. They are invited to discuss this with the appropriate teachers and/or the Head of Learning Support. At the annual review, parents are consulted about progress and involved in discussions about future actions. Parents will always be informed of movement from one stage of the process to another. They are encouraged to consult the school about any concerns which they may have.

## **CONTINUITY OF RECORDS**

Feeder schools are asked to identify students who might need monitoring. Records from their former schools are consulted about any student causing concern. Records of assistance are kept and passed on to any school which a student might attend in future. Information is made available, if requested, to colleges and Universities about students with special needs.

## **CONSULTATION WITH OUTSIDE AGENCIES**

With parental permission, health services may be consulted, if required, and advice sought about medication. Other sources of advice may be sought from time to time including the School Nurse, the School Doctor, the Social Services, Autistic Outreach, CAMHS etc. Liaison with these outside agencies will be done by the SEND co-ordinator (or with her knowledge) and records kept of these contacts. There is frequent contact with the Education Psychology department and Emotional and Behavioural Support Service, Sensory Education and Support Team.