



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Special Educational Needs and Disability (SEND) Policy

(This Policy is in line with the Code of Practice September 2014)

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SEND

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Our values

At Harrogate Grammar School we take great pride in our core purpose of 'excellence for all', striving for **all** learners to achieve their full potential – emotionally, physically, socially and academically. This is nurtured through a proactive and caring environment that promotes consistency, stability and respect for all. We want students to be resilient and persevering whatever the challenge and our support to enable them to reach this goal is unrelenting.

All staff are committed to having high expectations and aspirations for all students, whatever their starting point. Within a climate of consideration for others, students show kindness, respect, tolerance and equality for all individuals within and beyond our school. We want our students to feel safe at school, enjoy their learning and flourish.

Objectives of the policy

The objective of this policy is to ensure that the governing body makes provision for vulnerable students who have SEN or those who are disabled.

'All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.' (6.1 CoP 2014)

Scope of the Policy

This policy is based on the following legislation:

Special Educational Needs and Disability (SEND) Code of Practice 2014 (statutory)

- 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 co-ordinators (SENCOs) and the SEN information report

Philosophy

The school community believes that:

- All students are equally valued and the school has high aspirations for all.
- All students are the shared responsibility of all staff.
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.

- There will be a flexible continuum of provision for students with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of students with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Students will be encouraged to give their views on what learning is like for them.
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.
- We aim to reduce inequalities and barriers that already exist.

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these students are also protected by the Equalities Act 2010.

Mainstream educational settings must use their **best endeavours** to secure the special educational provision called for by the child's or young person's needs.

Responsibilities

- **Headteacher** - has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:
- **SEND Governor** – meets with the SENCO and has access to information which allows them to monitor and evaluate the effectiveness of the SEND policy.

- **SENCO** – supports, leads and provides professional guidance to subject teachers, maintains up to date records of SEND children, monitors and evaluates interventions, liaises with parents and outside agencies.
- **Subject teachers and support staff** – provide quality teaching and support within the classroom, implement SEND policy, identify, plan for and provide intervention for students and liaise regularly with parents and SENCO.

Whole school approaches:

- All staff ensure that SEND strategies are implemented to ensure quality teaching for all.
- Regular communication takes place between subject teachers, TLAs, SENCO, Pastoral Leaders, parents and students to ensure good progress.
- All staff have appropriate access to up to date information about students with SEN via the SEN Support Record.
- The SENCO offers advice on differentiation to all staff via provision maps on Classcharts, Individual Learner Profiles and weekly focus meetings.
- Students are supported alongside their peers whenever possible.
- All students are encouraged to join in extra-curricular activities.
- All students have individualised targets.
- Provision maps are available on the school website so that staff, students and parents know what reasonable adjustments are available
- Provision for students with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all students can demonstrate their full potential in tests and exams
- School uses the NYCC's Local Offer to inform our local provision. This is published on the school website as part of the governors' SEN Information Report.
- Individualised approaches: additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help for specialist support will be sought appropriately through the Single point of access (SPA)
- Some students will have individualised provision maps (IPM) or Individual Learner Passports (ILP), behaviour plans, risk assessments or health care plans. Some students may be allocated a key worker.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and student will be respectfully listened to and their views will inform personalised learning pathways.
- TLAs will be trained so that they can encourage and support students, regardless of communication needs, to make their views known.

- Transition arrangements will be personalised to support additional needs such as additional visits or a transition photo book.
- The SENCO will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the CoP 2014.

Monitoring and evaluating performance

'All teachers are teachers of children with SEND' (CoP 2014)

Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour and welfare, leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and student voice interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCO related to referral for Education
- Health Care plans, termly meetings and Annual Reviews.
- Work scrutiny with selected student groups
- Focused monitoring by the SENCO, Assistant Headteacher with responsibility for SEND, SEND governor
- Detailed discussions with families and students
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Analysis of information and data about the school using IDSR (Analysing School Performance)

The governing body evaluate the work of the school by:

- Appointing a SEN governor who is a champion for students with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and students

- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

Abbreviations used:

CoP:	Code of Practice
EP:	Educational Psychologist
EMS:	Enhanced Mainstream School
SEND:	Special Educational Needs and/or Disabilities
SENCO:	Special Educational Needs Coordinator
TLA:	Teaching and Learning Assistant
IPM:	Individual Provision Map
ILP:	Individual Learner Passport
SPA:	Single Point of Access