



**JOHN HAMPDEN
GRAMMAR SCHOOL**

POLICY: SEN Policy

Education Committee – 7 November 2019

Published on the website? Yes

SEN Policy

Special Educational Needs Policy

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This policy complies with the statutory requirement laid out in the SEN Code of Practice January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2017
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

In the spirit of current reform this policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEN.

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCO), Mrs Bethan Stiles, is an associate member of the SLT as Professional Lead for Pastoral Support and Inclusion and is responsible for:

1. the implementation of the SEN Policy
2. leadership of the Learning Support Department
3. ensuring appropriate provision and monitoring is in place
4. liaising with Heads of Year who oversee the education, behaviour and development of pupils

The Learning Support Manager (LSM), Mrs Catherine Dunne, is responsible for:

1. the day-to-day operation of the school's SEN Policy and for co-ordinating provision for pupils with special educational needs, particularly through Statements/ EHC plans and SEN support working closely with staff, parents/carers and other agencies
2. liaising with and advising other members of school staff
3. maintaining the school's SEN Register and overseeing the records of all pupils with special educational needs as well as co-ordinating Personal Education Plans (PEPs)
4. liaising with the parents of children with special educational needs
5. liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies in consultation with the SENCO
6. managing and deploying the school's Learning Support Assistants
7. organising the assessment of pupils for examination access arrangements

A SCHOOL ARRANGEMENTS

1. The aims of the School's SEN Policy

We at John Hampden Grammar School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Some of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. John Hampden Grammar school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their son's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- To deploy the resources of the Learning Support Department in as effective a way as possible
- To use the SEN Code of Practice as a framework for identification of, and provision for, pupils with special educational needs
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

The main objective is to offer a clear, coherent way to provide for the special educational needs of as many children as possible in as flexible a way as possible. This principle is enshrined in the School's Equality of Opportunity Policy which states for example "We are committed to equality of opportunity for everyone involved in the school."

2. Roles and Responsibilities:

The Governing Body will:

1. do its best to ensure that the necessary provision is made for any pupil who has special educational needs
2. ensure that, where the "responsible person" – the Headteacher or the appropriate governor – has been informed that a pupil has special educational needs, those needs are made known to all who are likely to teach them, following assessment

3. ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
4. ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
5. report to parents on the implementation of the school's policy for pupils with special educational needs as required
6. have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
7. identify a named governor for Special Educational Needs : Mr Carl Rycroft

The Headteacher:

1. has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN
2. should keep the Governing Body informed of the progress made by SEN pupils

Teaching and non-teaching staff:

1. are made aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs through the Staff Handbook, SEN Register and other information distributed by the SENCO/ Learning Support Manager (LSM)
2. all teachers have a responsibility to bring to the attention of the Learning Support Manager any child whose needs they believe are not being met.
3. Quality First Teaching: It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. All teachers are teachers of pupils with special educational needs
4. give feedback to parents of pupils with SEN

3. Co-ordinating and managing provision

The Special Educational Needs Co-ordinator (SENCO), Mrs Bethan Stiles is responsible for:

1. the implementation of the SEN Policy
2. leadership of the Learning Support Department
3. ensuring appropriate provision and monitoring is in place
4. liaising with Heads of Year who oversee the education, behaviour and development (SEBD – Social, Emotional and Behavioural Difficulties) of pupils

The Learning Support Manager (LSM), Mrs Catherine Dunne is responsible for:

1. the day-to-day operation of the school's SEN Policy and for co-ordinating provision for pupils with special educational needs,, working closely with staff, parents/carers and other agencies
2. liaising with and advising other members of school staff
3. maintaining the school's SEN Register and overseeing the records of all pupils with special educational needs as well as co-ordinating Personal Education Plans (PEPs)
4. liaising with the parents of children with special educational needs

5. liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies in consultation with the SENCO
6. managing and deploying the school's Learning Support Assistants
7. organising the assessment of pupils for examination access arrangements

The Learning Support Department:

1. comprises of a team of Learning Support Assistants, both full- and part-time
2. supports individuals and groups as directed by the LSM
3. liaises with teaching staff
4. meets regularly

Learning Support Assistants:

Work as part of a team with the SENCO/ Learning Support Manager and the teachers, supporting pupils' individual needs and helping with inclusion of pupils with SEN within the class. They play an important role in implementing PEPs and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

LSAs should:

1. be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
2. use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

All requests for support for classes or help for individual pupils should be brought to the attention of the LSM, usually through Heads of Department.

4. **Admission Arrangements:**

The school will admit pupils on the basis of the Academy Policy on Admissions. Pupils with special educational needs, of whatever kind, are admitted without prejudice, although the school gives no priority to admitting such pupils.

5. **Areas of Specialism:**

- all teaching staff are experienced teachers who are able to teach pupils with SEN
- additional training for teachers and LSAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible and in each classroom.

B IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Broad areas of need

Communication and interaction

- children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

Cognition and learning

- specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyspraxia

Social, emotional and mental health difficulties

- children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or physical needs

- some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning
- some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers

Areas which are **NOT SEN** but may impact on progress and attainment

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Classification of need

These designations are statutory and cannot be altered.

- **N - No Special Educational Need**
- **K - SEN Support** - this combines and replaces School Action and School Action Plus. All ‘K’ students at JHGS will have a Personal Education Plan or PEP. This is a document written by the Learning Support Department in agreement with parents and the student; it gives a detailed summary of need, suggests teaching strategies,

lists provisions in place and outlines our expectations of the student. The PEP is reviewed throughout the year

- **E - Education, Health and Care Plan** - this replaces Statements of SEN; conversion to the EHCP will occur over the coming years in line with BCC guidance. EHCP students will also have a PEP. There will be no change to the level of support or provision when a Statement is converted to an EHC Plan

At JHGS we have added the following non-statutory categories:

- **SA - SEN Aware** - Where a student has a diagnosed special educational need that can usually be addressed by Quality First Teaching but may require targeted support on occasion
- **MA – Medical Aware** - Where a student has a diagnosed medical condition that may impact on his ability to access the curriculum
- **MS – Medical Support** - Where a student has a significant, diagnosed medical condition that requires on-going management and/or additional, differentiated support in school and/or a modified curriculum. All 'MS' students at JHGS will have a Personal Education Plan or PEP. This is a document written by the Learning Support Department in agreement with parents and the student; it gives a detailed summary of need, suggests teaching strategies, lists provisions in place and outlines our expectations of the student. The PEP is reviewed throughout the year

Allocation of resources

The Headteacher, SENCO and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN or EHCP. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Assess, plan, do, review

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff
- First Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered
- In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For

higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals

- This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions is added to the pupil's record on the school information system and given to the parents. We also tell parents and young people about the local authority's information, advice and support service
- Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

- Most students who have been identified as having special needs necessitating support, additional to Quality First Teaching will have a PEP that is written in conjunction with them and their parent/carer. Exceptions to this include students with EMH who are supported by the school counsellors.
- Some students being supported by an LSA will require more frequent communication with the parent/ carer and this is usually done by email
- Assessment data is sent out on a termly basis and will inform parents/carers of their child's/young person's progress
- Parents' evenings are held once a year when parents/carers can meet with subject teachers.
- Termly data and information from subject teachers, parents and most importantly, the pupil is all used to assess the effectiveness of the provision and the progress of pupils with SEN

Additional support

The school's governing body involve other bodies (including health, social care, BCC and independent support services) to meet the needs of students with SEN and their families by using the following outside agencies:

- Buckinghamshire Learning trust (BLT) to support students with Autism, Visual Impairment, Hearing Impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Service)/Orchard House
- School Nurse
- Community Paediatrics
- Social Care
- Family Resilience Team/Family Support Service
- Occupational Therapy
- Physiotherapy

- Speech and Language Therapy
- Education and Welfare Officers
- School Counsellor
- Aspire Alternative Provision
- County SEN Team

2. Curriculum access and inclusion

Pupils are grouped in classes according to age and/or ability. As there is a range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. Some classes are set according to ability, e.g. mathematics.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted.

The school will not withdraw a pupil from an entire subject, unless in exceptional circumstances. Any decision on this issue will be made by the Headteacher.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the national standards and in their personal development.

Examination access arrangements

- Examination access arrangements are designed to ensure that pupils with certain disabilities and certain learning difficulties can access examinations, without giving them an unfair advantage over other pupils who do not qualify for such arrangements
- Consideration of whether pupils qualify for access arrangements is given in accordance with the terms of the national regulations issued annually by the Joint Council for Qualifications (JCQ)
- Decisions at school level, including recommendations to the Awarding Bodies, are made by the Headteacher as Head of the Examinations Centre
- No child has an automatic right to access arrangements. Parents are welcome to request such arrangements for their child and present factual information in support of their requests however there is a formal procedure for the assessment of access arrangements. Parental opinions in themselves are not evidence of the need for special arrangements
- Responsibility for access arrangements testing for the Head of Centre's consideration and for the appropriate bodies rests with the SENCO, according to JCQ guidelines, who will consult class teachers, Heads of Year and other staff (as appropriate) and keep parents informed of the process
- Once any examination access arrangements or special considerations have been granted it is the responsibility of the Examinations Officer to ensure that they are implemented.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- Adapting assessment materials;
- Adaptation of the physical environment for access purposes;
- Adaptation to equipment;
- Assessment material in an enlarged format or Braille;
- Assessment material on coloured paper or in audio format;
- British Sign Language (BSL);

- Changing or adapting the assessment method;
- Changing usual assessment arrangements;
- Extra time, e.g. assignment extensions;
- Language modified assessment material;
- Practical assistant;
- Prompter;
- Providing assistance during assessment;
- Reader;
- Scribe;
- Use of assistive software;
- Using assistive technology;
- Use of CCTV, coloured overlays, low vision aids;
- Use of different assessment location;
- Use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Evaluating success

The success of the school's SEN policy and provision is evaluated through:

1. monitoring of classroom practice by the SENCO and Heads of Department
2. analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
3. value-added data for pupils on the SEN register
4. monitoring of procedures and practice by the SEN governor
5. school self-evaluation
6. the School Development Plan, which is used for monitoring provision in the school
7. OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
8. frequent meetings of parents and staff, both formal and informal, to plan PEPs and targets, revise provision and celebrate success

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Learning Support Manager. For a problem that might need time to explore fully, parents/carers should make an appointment with the appropriate member of staff; thus allowing time for information to be gathered and the incident to be explored.

In the event of a formal complaint parents are advised to contact the SENCO, Headteacher or a governor, if they prefer.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If pupils are making progress in line with national expectations and personal targets a discussion is held with the pupil and parents and they are likely to be withdrawn from the categories or SEN support.

Support in specific subject areas is available to all pupils.

Social, emotional and mental health difficulties are supported by the pastoral team including the Student Welfare Officer and school counsellor.

SUPPORTING PUPILS AND FAMILIES

The LA local offer: <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page>

JHGS SEN Annual Report: <http://website/parents/SitePages/Policies.aspx>

Other agencies to support the family and pupil:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page>

Admission arrangements: <http://website/parents/SitePages/Policies.aspx>

The school's arrangements for students with SEN transferring between other education providers or preparing for adulthood and independent living is:

Year 6 to 7

Prior to children leaving their primary school information is gathered from the class teacher/ SENCO as to the type of support they may need. Staff visit each feeder school and meets with the class teacher and the children. In some instances it may be felt that the child would benefit from transition support and an opportunity to meet with the Learning Support Manager. The child and parent/ carer would also be given the opportunity to visit the school on more than one occasion prior to the induction day.

Year 11 to Sixth Form and Post 16

- ❖ Connexions would provide individual advice to support the student with careers advice
- ❖ If the student is leaving to attend a new school or college they are supported during the transition on an individual basis and the HoY and Learning Support Manager or SENCO would liaise with the new setting.

The school does collaborate with the following education providers and other settings where it is deemed appropriate for the individual student:

- ❖ Aspire Alternative Provision
- ❖ Orchard House

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- JHGS recognises that pupils at school with medical conditions should be properly supported so that, when appropriate, they have full access to education, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.
- JHGS policy on managing the medical conditions of pupils: <http://website/parents/SitePages/Policies.aspx>
- You may also wish to refer to www.SENgateway.org.uk

MONITORING AND EVALUATION OF SEN

The Governing Body will:

1. do its best to ensure that the necessary provision is made for any pupil who has special educational needs
2. ensure that, where the “responsible person” – the Headteacher or the appropriate governor – has been informed that a pupil has special educational needs, those needs are made known to all who are likely to teach them, following assessment
3. ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
4. ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
5. report to parents on the implementation of the school’s policy for pupils with special educational needs as required
6. have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
7. identify a named governor for Special Educational Needs: Mr Carl Rycroft
8. Explain how evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

TRAINING AND RESOURCES

1. JHGS is provided with resources that we can use to support those with additional needs, including children and young people with SEN and disabilities
2. The EFA identifies an amount within our overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide, high quality, appropriate support from the whole of its budget

3. We are not expected to meet the costs of the more expensive support from our core funding. We are expected to provide additional support which costs up to a nationally prescribed threshold per pupil/student per year
4. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development
5. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO/ Learning Support Manager to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils
6. The SENCO and Learning Support Manager regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEN

ACCESSIBILITY

The Accessibility Plan can be found at: <http://website/parents/SitePages/Policies.aspx>

SECTION 11: DEALING WITH COMPLAINTS

The Complaints Policy can be found at: <http://website/parents/SitePages/Policies.aspx>

SECTION 12: BULLYING

The Anti-Bullying Policy can be found at: <http://website/parents/SitePages/Policies.aspx>

Approved: November 2019