

NORTH LONDON GRAMMAR SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Introduction

North London Grammar School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school in order to make progress.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Definition of Special Educational Needs

Students have Special Educational Needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them in order that good progress is made. Students have a learning difficulty if they;

- i. Have a significantly greater difficulty in learning than the majority of children of the same age; or
- ii. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The focus of the Special Educational Needs and Disability Code of Practice is to remove the barriers to a child's progress through arranging provision that recognises a child's learning characteristics, modifies the learning environment and uses a range of teaching styles.

Students are identified have having SEN when they have not made progress despite the school setting suitable learning challenges which reflect the student's abilities, learning potential and emotional development, responding to the individual's diverse needs, seeking ways to overcome potential barriers to learning and assessment for individual and groups of students, evaluating the strategies and interventions employed in an inclusive curriculum.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- i. Closes the attainment gap between the student and the student's peers;
- ii. Prevents the attainment gap growing wider;
- iii. Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- iv. Matches or betters the student's previous rate of progress;
- v. Ensures access to the full curriculum;
- vi. Demonstrates an improvement in self-help, social or personal skills;
- vii. Is likely to lead to appropriate accreditation; and
- viii. Is likely to lead to participation in further education, training and/or employment.

If appropriate progress is achieved in the classroom then the student is not considered to have Special Educational Needs.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

The aims of this policy are:

- i. to create an environment that meets the special educational needs of each child;
- ii. to ensure that the special educational needs of children are identified, assessed and provided for;
- iii. to make clear the expectations of all partners in the process;
- iv. to identify the roles and responsibilities of staff in providing for children's special educational needs;
- v. to enable all children to have full access to all elements of the school curriculum;
- vi. to ensure that parents are able to play their part in supporting their child's education;
- vii. to ensure that our children have a voice in this process.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- i. have different educational and behavioural needs and aspirations;
- ii. require different strategies for learning;
- iii. acquire, assimilate and communicate information at different rates;
- iv. need a range of different teaching approaches and experiences.

Special Educational Needs

Teachers respond to children's needs by:

- i. providing support for children who need help with communication, language and literacy;
- ii. planning to develop children's understanding through the use of all available senses and experiences;
- iii. planning for children's full participation in learning, and in physical and practical activities;
- iv. helping children to manage their behaviour and to take part in learning effectively and safely;
- v. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Children with special educational needs have specific needs that call for special provision to be made. It may be that:

- i. They have an emotional or behavioural difficulty that hinders their learning;
- ii. They have significantly greater difficulty in learning than the majority of children of the same age;
- iii. They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Using progress as an indicator of need if our assessments show that a child may have a learning or behavioural difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. External support services will provide information for

SEN and Sanctions

the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request. The progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer planning for this will be started in the year prior to year of transfer.

In our school the SENCO:

- i. Ensures the school's SEN policy is followed;
- ii. co-ordinates the provision for and manages the responses to children's special needs;
- iii. supports and advises colleagues;
- iv. oversees the records of all children with special educational needs including IEPs and statements;
- v. communicates with the parents of children with SEN;
- vi. works with external agencies and other professionals including the educational psychology service; LEA support services; health service; social services and voluntary services;
- vii. monitors and evaluates the special educational needs provision and reports to the governing body;
- viii. works with specific children as required to provide in depth assessments.
- ix. contributes to the development and training of all staff.
- x. meets each week with the special needs assistant and plans work which pays close attention to specified targets.
- xi. arranges Annual Reviews for children with statements of SEN and attends Annual Reviews of Year 6 children who will be transferring to the school in the following September.

It is important to note that these strategies are not meant to replace the normal disciplinary procedures in the school. If a child with ADHD misbehaves for instance, sanctions may need to be imposed to help them understand that their behaviour was unacceptable. It is to be understood that the sanction applied may not affect child's behaviour immediately but in the future. The sanction fundamentally shows right from wrong. Long term behaviour change is only likely to be brought about by some supportive strategies.

When applying such strategies and targets they are to be implemented sensitively and supportively so that a child's self-esteem, relationships with others, academic progress can be developed in a positive manner to minimise the potential for other negative emotions and responses.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Management Committee ensure that all teachers are aware of the importance of providing for these children. They consult the LEA

and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a Member of the Senior Leadership Team to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Member of the Senior Leadership Team ensures that all SLT are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The governing body employs the LEA admissions criteria which do not discriminate against pupils with SEN, and its admission's policy has due regard for the guidance in the code of practice.

Allocation Of Resources

The Headteacher and the SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet to agree on how to use funds directly related to statements.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This process involves gathering information about student's progress and challenges via Concern Form and liaising with Educational Psychologists, Cognitive Behavioral Therapists and other specialists as and when required. The SENCO makes a decision what external agencies need to be involved following consultations with Students, Parents, Teachers, and Head of Boarding.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access Arrangements for Public Examinations

Access Arrangements for Public Examinations

Students with specific learning needs may qualify for “access arrangements”, e.g. extra time, in SATs, GCSE and GCE examinations. It must be understood that the formal diagnosis of SEND must be in place well in advance of application for such a request and the school must have evidence supporting the requirement to validate the claim when directing this to the examining groups.

Successful application for such arrangements to be made to the Examining Boards will depend on past ‘evidence of need’, ‘evidence of provision’, and suitable recent assessment results, and must be based on the current Regulations for Exam Access Arrangements.

Access To The Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- i. understand the relevance and purpose of learning activities;
- ii. experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at School Action and School Action Plus have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership With Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The school regularly provides information about Parent Partnership Service and the Parental Outreach Service as independent sources of support and advice.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are increasingly involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgments about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Specialist Provision

North London Grammar School does not have a special unit but is committed to improving its facilities for children who need specialist provision.

The SENCO provides Teachers, Mentors and Boarding Teachers with strategies to enable the teaching and learning process. There is ample information on the Staff-Shared drive (access to the Confidential folder is only granted to the relevant persons) and INSET training is delivered by SENCO twice per year. SENCO observes Teachers and SEN students in class and gives advice on the establishing of the teaching/learning process or its improvement.

Links with other agencies and voluntary organizations and external support services play an important part in helping the school to identify, assess and make provision for pupils with SEN.

In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties, speech and language and communication difficulties and behaviour difficulties.

We work in partnership where possible with Social Services and health services. Network multi-agency and case meetings with conferences are attended by the SENCO and other members of staff.

The Speech Therapist will contribute to planning through IEP target setting and language programmes.

Complaints Procedures

These are outlined in the school prospectus. They can be summarised as:

- i. Speak informally with the class teacher.
- ii. Speak to the designated member of staff i.e. SENCO.
- iii. Make an appointment to see the Headteacher.
- iv. Write to the Chair of Management Committee.

Monitoring And Evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and Management Committee with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the Senior Leadership Team hold termly meetings.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.

**Review Date:
September 2017**

**Next Review Date
September 2018**