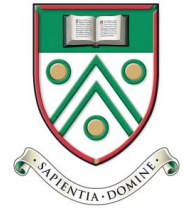


Special Educational Needs Policy

June 2014



1. Introduction

The school's Special Educational Needs Policy has been drawn up with close regard to the 'Special Educational Needs (SEN) Code of Practice' (DfES 2014) which provides a framework for schools following the Children and Families Act 2014. It has also taken account of the report *Removing Barriers to Achievements* (DfES 2004).

The Special Educational Needs Policy has been written within the context of the Governors' aims and objectives, which they summarise as 'effective learning in a caring and disciplined environment.' 'Effective learning' stresses the school's determination to enable each student to reach his or her full potential and the efforts of the school to improve classroom performance. 'Caring' marks the school's desire to create a caring and supportive environment, in which each student and each employee is valued. 'Disciplined' notes the school's view that teaching and learning are most effective when carried out in a well-disciplined environment, and that young people should learn to respect one another and the adults with whom they work.

As Langley Grammar School provides for students who enter with an above average level of attainment, the remit of the Individual Needs Department covers not only those students referred to in the SEN Code of Practice but also those with English as an Additional Language (EAL) and those who are identified as requiring additional short or long term help to reach their potential.

Within this context, students with SEN will:

- have the greatest possible access to a broad and balanced education;
- be positively encouraged to participate in the life and work of the school to the best of their abilities, whatever their needs;
- be seen as the responsibility of all staff;
- be given help and guidance to prepare them for adulthood, including independent living and employment.

2. General Provision

Concerns about students who are already at the school may come from teachers (teacher referral form), Phase Leaders (Phase Leader referral form) parents (student planners, parent teacher consultation meetings, phone calls, letters / e-mails, etc.), or students themselves (student referral form, attending learning support club, raising issues with form tutor). When a concern has been raised information is gathered from relevant sources (students, parents, teachers, Phase Leaders, lesson observations, CATS data, reporting data etc).

a) Teacher Awareness

Students who have areas of need that teachers must be aware of, but do not need support that is additional to or different from the differentiated curriculum in place for all students, will be included on the SEN list. Information is given to staff relating to the recommendations for the student and using a student support information sheet. A key feature of a student support information sheet will be the advice offered by external agencies.

b) SEN Support

If there is general concern over a student's progress an Individual Learning Plan (ILP) is put into place, in consultation with the students and their parents, to support the individual needs of that student. The plan will only record that which is additional to and/or different from the differentiated

curriculum in place for all students. Students and parents are involved throughout the process of deciding targets for this plan, reviewing whether the targets have been met and assessing the impact this has had on the student's overall progress. Students, their parents and relevant staff members will all have a copy of this plan.

Further action may be required if, despite an individualised programme, little or no progress is being made. These may include:

- if appropriate, diagnostic testing may be carried out, presently through GP referral / parental permission for appropriate agencies to be involved;
- the Individual Needs Coordinator (INCO) consulting with specialists on behalf of the student. They may offer advice or be asked to work with the student directly;
- information being given to staff relating to the recommendations in assessments and reports from other agencies.

NB: Information is recorded on hard copy and kept in a locked filing cabinet and/or an electronic copy is kept on a secure, password protected, part of the school's network. The INCO will also put information onto the SIMS programme and can draw on that information to liaise with staff.

c) Education and Health Care Plan

- Students who have an Education and Health Care Plan have an annual review on behalf of the Local Authority which has issued the plan.
- Progress is reviewed regularly and parents keep the school informed of situations which may be relevant to school. Appropriate information is passed to teachers of the individual student.

Information on students with special educational needs is given to staff at the beginning of the school year. This information is updated, as and when necessary, throughout the year and then disseminated to the relevant staff members.

3. Learning Support Team

The Learning Support Team (LST) at Langley Grammar School focuses on supporting and developing students who need targeted learning support to enable them to reach their potential. In addition, the LST will identify and support those students who are under-achieving against what is their expected rate of progress in Years 7 – 11 and have been identified by Subject Leaders or Phase Leaders as in need of more than the day to day support provided by individual subject areas. These students will be provided with a set of targets (ILP) that will be met in the short or long term, dependent upon their need.

a) Individual Needs Coordinator (INCO)

The INCO will deal with all students who:

- have an Education and Health Care Plan;
- come into the school having been on the SEN list at previous school;
- are placed on the school SEN list because they need additional learning support as identified by staff in the school;
- temporarily need support due to poor organisational skills, social skills, or other reasons.

Key tasks are to:

- lead, guide, challenge, develop and disseminate information to staff across the wider school as appropriate;
- inform and advise the Senior Leadership Team (SLT) through the member of SLT with responsibility for issues relating to SEN;

- secure and develop effective teaching in an appropriate way through lesson observations, team teaching, training and support to staff;
- liaise with the member of SLT with responsibility for SEN to ensure the efficient use of SEN funding and effective deployment of support staff by analysis of student need leading to effective target setting and review;
- monitor the provision of EAL in the school;
- To act as the designated teacher for students with medical needs.

Key responsibilities are to:

- keep records and write reports relating to specific students with SEN;
- coordinate the work of external agencies and teaching staff;
- oversee the production and implementation of ILPs;
- work with staff to identify students with need for Learning Mentors;
- support staff in their work;
- liaise with parents;
- devise and implement support programs;
- keep the SEN List up to date.

b) Learning Mentor

The school has a Learning Mentor who supports both Key Stage 3 and Key Stage 4 students during timetabled slots within the school day. Students are referred via Phase Leaders and the INCO. Mentoring is closely tailored to the individual's needs and targets are set and reviewed. The Learning Mentor supports both SEN students and other students who are identified with a short or long term need.

Sixth Form mentoring is undertaken by an additional Learning Mentor. The Sixth Form Learning Mentor works alongside the INCO with Sixth Form students on the SEN List and manages and implements mentoring for other students as necessary, even if they do not have an identified SEN need.

4. Other Roles and Responsibilities

The SEN Code of Practice gives clear guidance on the roles and responsibilities of all those in schools concerned with children with special educational needs.

Governors

The governing body has appointed a Special Needs and Looked After Children Governor to take a special interest in, and closely monitor, the school's policy and work on behalf of students with special needs. The member of SLT with responsibility for SEN will meet with this Governor.

Headteacher

The Headteacher has overall responsibility for all aspects of the school's work including provision for students with special needs. The Headteacher will keep the governing body fully informed and also work closely with the member of SLT with responsibility for SEN and the INCO.

5. Admissions

SEN students who apply to sit the 11+ will make their needs known at that time, e.g. through an official request for extra time because of a recommendation by an outside agency. Once a place has been allocated, information is gleaned from parents (Data Entry Form) and primary schools (New Intake Questionnaire) by the Student Support Team. This information is then passed on to the INCO where relevant.

6. Physical and Curriculum Access Arrangements

In line with the Equality Act 2010, we will make reasonable adjustments to ensure that students who are disabled are not put at a disadvantage in comparison to students who are not disabled. All buildings within the school have wheelchair access.

There are toilets for the disabled around the school. There are automatic doors to the 1956, 2006 MFL and Sports blocks. In other areas of the school there are wide access doors. There is a lift from main Reception to the upper levels for ICT, Art and Library access. At present, wheelchairs are not used in school.

DES questionnaires have been audited and LGS has noted the responses.

Students with Special Educational Needs are integrated into all the activities of the school as far as is practical and compatible with them receiving the necessary provision, the effective education of the other students and the efficient use of resources.

7. Exam Access Arrangements

Some students are entitled to additional access arrangements to allow equality of opportunity in exams. In line with guidance from the Joint Council for Qualifications (JCQ) students will be granted extra time if they are unable to complete an assessment in the time allowed. This assessment must be carried out by a psychologist or a specialist teacher. Evidence must also be provided by subject teachers indicating that extra time is regularly required in the normal classroom environment.

The need for extra time is indicated by below average standardised scores in assessments of processing speed, reading and/or writing or a below average free writing speed. Students can be granted the use of a scribe or a computer if there is a history of need and this is their usual way of working or if they have an accident which means they cannot otherwise access the exam. This information is circulated to teachers and the exams team who coordinate the access arrangements.

As advised by JCQ if a privately commissioned report gives a clear indication that there is evidence of need this must be supported by additional evidence such as:

- Unfinished mock exams or other timed assessments
- An ILP
- Evidence of significant improvement in legibility or quality of language of applying extra time or a significant improvement in the standardised score of a timed reading test when extra time is granted

Extra time is allocated at the discretion of the school and only if the evidence above is available.

8. Support provided for students, teaching and other staff

a) Support for Students

The INCO works closely with each individual student to implement support that would best help them:

- ILPs/targets are created for students on the SEN List who require them and these are reviewed by the INCO and student on a termly basis or more frequently as necessary.
- Group support is provided by the INCO as necessary.
- Support is provided individually for students as their needs dictate.
- If required, specialists from outside agencies work with students with specific needs.

b) Support for Staff

- At the beginning of the year and when necessary, hard copy information is handed out to subject teachers and Phase Leaders about the students on the SEN List and ways that staff can support them in their classroom.
- Detailed information is available from the INCO for any teachers who would like it.
- Briefing sessions from the INCO for subject teachers of students on the SEN List take place to provide more information about a specific learning need and for staff to share ideas and strategies for supporting those particular students.
- Staff are updated whenever there are any changes to the SEN List or Learning Support generally.
- INSET training is provided regarding different areas of students' needs

c) Record Keeping

Records detailing targets and progress are kept by all staff. Education and Health Care Plans, recommendations from outside assessments, and annual reviews are kept by INCO and are available to all staff to assist them in their teaching. SEN records are kept on SIMS.

All outside agencies, school staff linked with a particular student, home and school details are recorded against individual students on the SEN List. It can be seen at a glance who should be invited to attend reviews and meetings. Class lists and timetables are instantly accessible. Letter templates contain parental names and addresses.

9. Student and Parents Involvement

The school is committed to working closely with all students and their parents / guardians. Students and their parents will be actively involved in all decision making regarding the provision the student receives and will be supported to facilitate the development of the child. We recognise how essential it is to 'actively seek to work with parents and value the contribution they make' in terms of their 'unique strengths, knowledge and experience'. They are asked to support their children by attending meetings as required and through communicating with the school. Tutors, Phase Leaders and INCO may all be a first point of contact, as well as the Head and Deputy Head.

10. Involvement of Other Services

The school works with a wide range of other agencies to ensure the best possible support for students. Some of those involved are:

- Local Education Authority
- Education Psychology Service
- Educational Social Worker
- Careers Service / Connexions
- Behaviour Support Services AND Inclusion Mentor
- Support Services: for the Hearing Impaired; for the Physically Impaired
- Outreach Support Teacher for Autistic Spectrum Disorder
- Speech and Language Therapy

11. Criteria for Success

This policy will be conserved as successful if students with SEN are receiving and accessing the highest possible standard of education at Langley Grammar School. In particular we use the following success criteria:

- Students with special needs are identified and assessed quickly;
- Students' individual differences are recognised and valued;

- Students do not feel they should hide their needs;
- Parents understand that a learning need is not something to be ashamed of;
- Support is flexibly and appropriately targeted to meet individual needs;
- Parents are happy with the quality of educational provision and the system of communication with the school;
- The outcomes enable all students to enjoy school and to maximise their learning potential.

12. Monitoring of the policy

The Headteacher will, in conjunction with the INCO and the member of SLT responsible for SEN, monitor various aspects of the workings of the policy on a regular basis. The named governor for SEN liaises with the INCO through periodic briefing meetings. The Governing Body will receive reports at least once a year through an appropriate Governors' committee

Approved by the Governing Body on: 21 October 2014

Review date: October 2017