



Individual Needs Policy & SEND Information Report *January 2019*

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1. Aims

This Individual Needs policy and SEND information report aims to:

- Set out how the school will support and make provision for students with special educational needs or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with particular individual needs.

The Individual Needs Policy has been written within the context of the school ethos. We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

- **We encourage** our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.
- **We support** our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.
- **We help** our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

Students at Langley Grammar School enter with above average levels of prior attainment. The Individual Needs provision supports students referred to in the SEND Code of Practice and also those for whom language barriers hinder progress and those who are identified as requiring additional short or long term help to access the curriculum or to achieve the outcomes of which they are capable.

Within this context, students with special educational needs or disabilities 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 given help and guidance to prepare them for adulthood, including independent living and employment.

2. Legislation and guidance

This policy and information report is adapted from a model provided by The Key Support Services Limited and based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students 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

This policy also complies with the requirements of the school's funding agreement and articles of association.

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 Individual Needs Coordinator (INCo)

The Individual Needs Coordinator will:

- carry out the role of Special Educational Needs Coordinator as described in the SEND Code of Practice;
- work with the Senior Leadership Team and SEN governor to determine the strategic development of the provision for individual needs and SEND in the school;
- have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual students with identified needs, including those who have EHC plans;
- provide leadership and professional guidance to staff across the school, disseminating information as appropriate;
- work with staff, parents, and other agencies to ensure that students with individual needs receive appropriate support and high quality teaching, including the provision of advice on the graduated approach to providing SEND support;
- liaise with and advise the Senior Leadership Team to ensure the efficient use of SEND funding and effective deployment of support staff;
- be the point of contact for external agencies, including the local authority and its support services;
- liaise with potential providers of post-16 and post-18 education to ensure students and their parents are informed about options and can work towards a smooth transition;

- work with the Senior Leadership Team and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps up to date records of all students with SEND.

4.2 The SEND Governor

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND provision within the school and update the governing board regularly;
- work with the Senior Leadership Team and INCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher and Senior Leadership Team

The headteacher and Senior Leadership Team will:

- work with the INCo and SEND governor to determine the strategic development of the Individual Needs policy and SEND provision in the school;
- have overall responsibility for the provision and progress of students with special educational needs and/or a disability.

4.4 Subject teachers

Subject teachers are responsible for:

- the progress and development of every student in their class;
- working closely with any specialist support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the INCo to review each student's progress and development and decide on any changes to provision;
- ensuring they follow this Individual Needs policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Langley Grammar School currently provides additional and/or different provision for students with a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties;
- Cognition and learning, for example, dyslexia, developmental co-ordination disorder;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate learning difficulties.

5.2 Identifying students with SEND and assessing their needs

How are students with special educational needs identified?

Langley Grammar School uses a range of screening and assessment tools to assist in early identification of students with SEN;

- 11+ Registration Form
- Primary school visits, new intake data entry and questionnaire
- Cognitive Abilities Test (CAT) data
- Attainment Levels/Grades
- Behaviour and achievement records
- Referral by class teachers, phase leader, parents, or the student themselves

How are the requirements of students with special educational needs assessed?

Once a student has been identified as possibly having special educational needs steps are taken to ascertain the student's precise areas of need. These can include;

- Lesson observations
- Feedback from teachers, phase leader, parents, or the student themselves
- SEND Teacher Advisor assessment
- General Practitioner referral
- Children and Young People's Integrated Therapies Service referral
- CAMHS referral
- Sensory Consortium Service referral
- Educational Psychologist referral

5.3 Consulting and involving students and parents

Parents will be actively involved in setting and reviewing targets for their son/daughter; they are expected to support them in achieving these targets, and contribute to assessing the impact on their son/daughter's wider attainment and progress.

Parents are expected to support their son or daughter by attending review meetings and by contacting the school to communicate relevant information. Where a student has an EHC plan the student and their parents will be part of the process of assessing the outcomes and impact of the plan.

5.4 Assessing and reviewing students' progress towards outcomes

The progress of students with SEND is closely monitored using a range of measures including;

- Attainment levels or grades
- Attendance and punctuality
- Achievement and behaviour points
- Behaviour and exclusion reports
- Individual Learning Plans
- Teacher/Parent/Student/Phase Leader Feedback
- Regular review meetings

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, support provided and any teaching strategies or approaches that are required. The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

Before a student starts at Langley Grammar School information is gathered from both the primary school and the parents/guardians. Incoming Year 7 students attend an induction day in the summer term so that they can start to make friends and familiarise themselves with the school.

In September, Year 7 students start a day before the rest of the school for further induction activities. Some students with SEND needs may be invited to attend the school at additional times in the summer term so that they are fully prepared for the transition to secondary school. Year 7 students are assigned a Sixth Form 'buddy' who they can talk to about any worries or concerns they might have.

All students are offered mentoring support by the tutor teams as they make decisions about subject options at GCSE and A-Level, careers and higher education options. The school works with a number of providers of careers information and guidance who will deliver key messages through assemblies, lessons and one-to-one interviews.

Students also participate in a variety of internal and external careers events where they meet people from a wide range of businesses and professions. Students with SEND will also be guided through transitions by the INCo.

The school's personal development curriculum provides students with essential information and advice to help them to live independently as adults, and make a positive contribution to society.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. New staff members meet with the Individual Needs Coordinator for training on how to support the students with identified SEN. In addition to regular training focusing on high-quality teaching and learning, all staff have access to regular professional development from local clusters, collaborations, external courses and in-house training by specialists on specific learning needs.

In addition to high quality teaching and learning, the School provides a range of support for students with specific SEN:

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| Communication and Interaction | <ul style="list-style-type: none"> • Visual aids for learning • Sensory Consortium Support (Hearing or Visual Impairment) • Input from Autism Support Services • Social development activities • Mentoring by staff or Sixth Form students |
| Cognition and Learning | <ul style="list-style-type: none"> • Writing frames, colour overlays, key word lists • Touch typing • Tablet computer provision • Study skills workshops and memory skills training • Dyslexia support services • Access Arrangements |
| Social, Emotional and Mental Health | <ul style="list-style-type: none"> • Haybrook College Outreach Services • Anger Management Training • School Counsellor • Individual Reward Plan |
| Sensory and/or Physical Needs | <ul style="list-style-type: none"> • Adapted resources • Sensory Consortium Service support • Tablet computer provision • Access Arrangements |

The School has a designated teacher responsible for supporting Looked After Children (LAC) who will also ensure that LAC students have everything they need in order to access all areas of the curriculum. Their progress will be closely monitored so that early intervention can be put in place if necessary.

5.7 Expertise and training of staff

The current Individual Needs Coordinator has 5 years' experience in this role and has completed the National Award for Special Educational Needs Coordination. They have allocated time in order manage SEN provision.

The school employs one Learning Support Assistant and makes effective use of the student support team who provide front-line support for individual students. In addition, the school counsellor provides support for students with wellbeing and mental health issues.

In the last academic year, relevant teaching staff have been trained in teaching students with hearing impairments, including those with profound hearing loss who have cochlear implants.

The school uses specialist staff from the Sensory Consortium (including a teacher of the deaf and a teacher of the blind) and Slough Autism Services

5.8 Evaluating the effectiveness of SEN provision

The effectiveness of provision for students with SEN is evaluated by:

- reviewing students' individual progress towards their goals each term;
- reviewing the impact of interventions after an appropriate period of time;
- seeking the opinions of students;
- monitoring by the INCO;
- holding annual reviews for students with EHC plans.

5.9 Providing equality of opportunity for students with SEN to engage in activities

Students are encouraged to participate in the wide variety of sporting, musical and other opportunities available at Langley Grammar School. The school has excellent facilities including a sports centre and drama studio, and a strong House system provides a framework for a wide range of sporting competitions and other events including music and drama competitions.

There is a wide range of day and residential educational visits through which students can develop and apply what they have been learning in the classroom. The school operates the Duke of Edinburgh's Award programme for students in Year 9 upwards.

5.10 Support for improving emotional and social development

The pastoral support system at Langley Grammar School is thorough and robust; Form Tutors and Phase Leaders work together closely to ensure that students enjoy their time at school. A pastoral review during the first half term of Year 7 looks at how students have settled into secondary school, including their social interaction and contribution to lessons.

Students who are identified as needing social and emotional support may be provided with a mentor or referred to the School Counsellor. Students whose behaviour is presenting a concern may be put on behaviour report and/or have an individualised reward plan. Students' successes and achievements are celebrated regularly in assemblies and through the school newsletter.

The school provides a harmonious and well-ordered community that encourages consideration for others. Bullying or harassment of any kind is unacceptable. If bullying does occur, students can report it in the knowledge that incidents will be dealt with promptly and effectively. Students explore the issue of bullying in their Personal and Citizenship Studies (PCS) lessons; there are also anti-bullying workshops during Year 7 tutor time and a team of Sixth Form anti-bullying mentors run assemblies to raise awareness of bullying and provide mentoring to individuals.

5.11 Complaints about SEND provision

Concerns about SEND provision should be raised with the Individual Needs Coordinator in the first instance. If the concern cannot be satisfactorily resolved informally, the complainant will then be referred to the school's complaints policy.

Parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 Contact details of support services for parents of students with SEND

Up to date contact details for internal and external support services for students with SEND can be found on the school website.

5.13 The local authority local offer

Our contribution to the local offer is:

<http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=VvfbFxAxDs>

Slough local authority's local offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page>

6. Admissions

Students are admitted to the school in Year 7 on the basis of their ability as determined by their performance in the 11+ entrance examination set and administered by the Slough Consortium of Grammar Schools. The procedures for testing are outlined in the *Slough Consortium of Grammar School - a Guide to the 11+ Test* document published annually by the Consortium.

The registration process for the 11+ examination allows parents to notify the Consortium that a student may have particular individual needs. Extra time of up to 25% for each paper may be available for students with special educational needs. Supporting evidence from the student's primary school will be required, as well as a copy of any diagnosis a student may have and/or a copy of their EHC plan.

For students with an EHC plan our admission policy specifies that:

Children who have an Education Health and Care Plan (formerly a statement of Special Educational Needs) which names the School will be admitted automatically provided they are eligible for consideration and the School can meet their needs. To be 'eligible for consideration' in the context of this admission route means that the student's ability is in line with the normal cohort admitted through the 11+ examination process.

7. Physical and Curriculum Access

Students with SEND 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.

Arrangements In line with the Equality Act 2010, reasonable adjustments may be made to ensure that students who have a disability 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.

The main school buildings are due to be rebuilt under the Priority Schools Building Programme (Phase 2) with work beginning in February 2019. The rebuilding project will last until July 2021 and the new buildings will have significantly improved access. During the different phases of construction there may however be some restrictions on physical access to different parts of the site.

8. 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 Individual Learning Plan
- 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.

9. Monitoring arrangements

The Senior Leadership Team and the INCo will monitor various aspects of the workings of the policy on a regular basis. The named governor for SEND liaises with the INCo through periodic briefing meetings. The Governing Board will receive reports at least once a year through an appropriate Governors' committee

This policy and information report will be reviewed by the Deputy Headteacher and Individual Needs Co-ordinator **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

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| Reviewed by | DHT/INCo | Date | February 2019 |
| Approved by | Governing Board | Date | 26 February 2019 |
| Next Review | | Date | January 2020 |