



Individual Needs Policy

September 2020

1. Rationale

We are committed to ensuring all students at Langley Grammar School, including students with SEND, achieve excellent academic outcomes and are given access to wider opportunities.

We aim to remove potential SEND barriers for individuals and groups of students in order for them to develop into well-rounded, confident and successful young men and women.

We also will ensure that students with individual needs receive high quality teaching and support through the graduated approach whilst keeping the child and their needs at the centre of every process.

2. Legislation, guidance and links to other policies

This policy and information report is 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 SEND.
- [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 SEND information report.

This policy also complies with the requirements of the school's funding agreement with the Department for Education and articles of association as an academy trust.

This policy links to:

- The **SEND Information report**, published annually
- Medical Needs Policy

3. Definition of Special Educational Needs and Disabilities (SEND)

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.

Special educational needs and provision falls under four areas:

- 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 disorder (ADD), attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments.

4. Provision for Students with Special Educational Needs or Disabilities

Students with SEND are the shared responsibility of ALL staff.

a) Subject Teachers

Assess

- Regularly assess SEND students' progress in line with school policy.
- Contact the INCo via email if there is a concern that a student may have SEND.

Plan

- Plan inclusive, high-quality lessons which meet the needs of all students ('Quality First Teaching').
- Use information provided about SEND students when planning lessons or creating resources.
- Liaise with the INCo if in doubt as to how to best meet a SEND student's needs.
- Attend relevant training on SEND.

Do

- Teach inclusive lessons with appropriate differentiation to meet the needs of SEND students.

Review

- Respond to requests for feedback on SEND students.
- Attend review meetings for SEND students as appropriate.

b) Individual Needs Coordinator (INCo)

Assess

- Act upon referrals from teachers about students who may have unidentified SEND.
- Take action if there are concerns regarding students who may have an identified SEND but are not making progress at the expected level for them as an individual.

Plan

- Communicate the needs of all students with SEND to teachers.
- Support and train teachers in meeting the needs of students with SEND.
- Identify and plan for those students with SEND who are working below the expected standard and who require intervention outside of the classroom.

Do

- Coordinate the provision of required support for students with SEND.
- Monitor the teaching of SEND to ensure closing gaps for learners.

Review

- Conduct annual reviews for all SEND students with an Education, Health and Care Plan (EHCP).
- Collaborate with the parents/guardians of students on the SEND register.

In addition to the above the Individual Needs Coordinator will:

- carry out the role of Special Educational Needs Coordinator (SENCo) as described in the SEND Code of Practice 2014;
- work with the Senior Leadership Team and SEND governor to determine the strategic development of the provision for SEND students in the school;
- have day-to-day responsibility for the operation of the Individual Needs policy;
- 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;

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

c) Senior Leadership Team

The 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.

d) SEND Governor

The designated 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 Individual Needs Policy and SEND provision in the school.

5. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of school buildings for disabled students and to implement their plans.

The school's separate Accessibility Plan for Disabled Students is available on the main school website.

6. Medical Conditions

Students with medical conditions will be fully supported so that they have complete access to education, including school visits and physical education.

Some students 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 SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

The school's separate Medical Needs Policy is available published on the school website.

7. Admission

Students are admitted to the school in Year 7 on the basis of 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 has SEND and that access arrangements may be required. Extra time of up to 25% for each paper may be available for students with SEND, as well as various other access arrangements (e.g. a live speaker for students with a hearing impairment). 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 EHCP 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.

If a student who had access arrangements for the 11+ accepts a place at the school then it is standard practice for the INCo to contact parents/carers and the student's primary school to gather more information about a student's SEND and how their needs can be met.

For students with SEND who do not have access arrangements for the 11+, the school relies on parents/carers and/or the child's primary school to inform us that their child has SEND. For students with an identified SEND need joining the school after Year 7, parents/carers are expected to provide us with all relevant details before their child takes up a place at the school.

8. Assessment of SEND Needs

Where potential barriers to a student's learning are identified by subject teachers, the need is usually resolved by differentiated support implemented and monitored by the subject leader. If further support is necessary, then the INCo is advised. The INCo will gather evidence including samples of a student's work, request feedback from all subject teachers and observe the student in lessons. Referrals to a SEND Teacher Adviser, Educational Psychologist, Berkshire Sensory Consortium Service or Child and Adolescent Mental Health Services are made as appropriate.

Parents have the right to have their child assessed for a Specific Learning Difficulty (SpLD) privately but the final decision regarding the provision of additional support lies with the Headteacher, who will pay particular attention to evidence of a learning need received from subject teachers.

9. Extra-Curricular School Activities

All students, including those who have SEND, have full access to the extensive extra-curricular provision offered by the school.

10. Education, Health and Care Plans

Students with EHCPs have an annual review with their parents/carers and the INCo. An Educational Psychologist and/or other necessary external agencies are invited to the review meeting. The pastoral team (Phase Leaders and Form Tutor) are also invited to the review meeting. The first annual review takes place a year after the final EHCP was issued and then at the same time every year after.

11. Examinations

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres (e.g. use of a word processor for examinations or supervised rest breaks), others require prior JCQ (Joint Council for Qualifications) awarding body approval (e.g. extra time).

Access Arrangements allow candidates/learners with SEND or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

SEND students can be assessed by a SEND Teacher Adviser to determine if they are eligible for access arrangements. Advice on how to make full use of additional time and understanding assessment results are made available to students.

12. Monitoring Arrangements

The Senior Leadership Team and INCo will monitor the implementation of the policy on a regular basis. The named governor for SEND liaises regularly with the INCo. The Governing Board will receive reports at least once a year through the Staff, Student and Community Committee.

This policy will be reviewed **annually**; it will also be updated if any changes to the information are made during the year. The Policy will be approved by the Governing Board.

Reviewed by	Designated SEN governor	Date	September 2020
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Approved by	Governing Board	Date	September 2020
Next Review		Date	July 2021