



# **ALTRINCHAM GRAMMAR SCHOOL FOR BOYS**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

<b>Nominated Lead Member of Staff:</b>	<b>SENDCO</b>
<b>Reviewed:</b>	<b>September 2019</b>
<b>To be reviewed:</b>	<b>September 2020</b>

### **Section 1**

#### **INTRODUCTION**

- 1.1 For further information regarding the contents of this Policy or school Special Educational Needs and Disability (SEND) matters please contact:

Special Educational Needs and Disability Coordinator (SENDCo):  
Mrs Lesley Saunders, NASENCo Award  
Senior Leadership Team (SLT) Link: Mr Edward Hall

SEND Governor: Mrs Nisha Sathi

- 1.2 We believe that we are better learners when we are healthy and happy, better people when we are confident and caring, and a better community when we are imaginative and inclusive. (School Mission and Values)

At AGSB we believe that all pupils are valued equally and form an integral part of the School. All pupils should be taught in a context appropriate to their individual needs. By offering a broad balanced and inclusive curriculum we provide a range of stimulating, appropriate and enjoyable experiences which enhance pupils' self-esteem, resilience and promote success.

Every teacher is a teacher of every child or young person including those with SEND. Parents of pupils with SEND should be kept informed of their child's progress and attainment.

It is important that, where practicable, pupils with SEND and their parents should be involved in decisions affecting their SEND provision.

- 1.3 This Policy reflects the SEND Code of Practice, 0-25 guidance and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2018
- SEND Code of Practice 0-25 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (last updated Aug 2017)
- Teachers Standards 2012
- AGSB Safeguarding and Child Protection Policy 2019
- AGSB Medical Conditions Policy 2015 (under review Sept 2019)
- AGSB Pastoral Care Policy 2019
- AGSB Examinations Policy 2019
- AGSB Equal Opportunities Policy 2019
- AGSB Anti-Bullying Policy 2019

- 1.4 This Policy was developed through consultation with Staff, Governors and parents.

- 1.5 This Policy will be reviewed as and when any of the above Policies are.

## **Section 2 AIM (the longer view)**

- 2.1 The purpose of our school approach to SEND is to raise the aspirations of and expectations for all pupils with SEND, and to provide a focus on outcomes for children and young people not just listing hours of provision/support.

## 2.2 Our policy is:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the School SEND Policy.
5. To provide support and advice for all staff working with pupils with special educational needs or disability.

## Section 3

### IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.1 We identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the young person

When matching educational provision to the student's identified SEND, we will refer to, though not be limited by, the following four broad areas of need and support

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

3.2 We will also consider factors that are not SEND, but which may impact on progress. These may include:

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

## Section 4

### A GRADUATED APPROACH TO SEND SUPPORT

4.1 Progress data is collected and communicated home regularly throughout the school year illustrating how pupils are progressing. If there are any concerns arising from these reports, or from any members of staff at any time during the year, AGSB will make contact with the student's parents/guardians to discuss them.

Where concerns are raised over more than one subject, or if the student continues to struggle to make expected progress, the Head of Year and/or SENDCo will liaise to discuss further options.

The aim of formally identifying a student with SEND is to help school ensure that effective provision is implemented and thus remove barriers to learning. The support provided consists of a four-part process: **Assess Plan Do Review**

**Assess:** *How does the school decide if a student needs extra support?*

The subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests, as well as the views of parents and students, are used to identify needs. Advice may also come from external support services.

**Plan:** *What type of support and how much support will the student receive?*

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Again, advice from outside agencies including schools and families' specialist services, the educational psychologist, and speech and language therapists may be accessed. Head of Year and subject teachers work alongside the SENDCO to plan the most appropriate strategies and interventions.

**DO:** *How will the school staff support the student?*

Interventions may involve group or one-to-one teaching both in class and away from the classroom on specific schemes of work. It may also involve use of different equipment or the adaption of the curriculum.

**Review:** *How will school and parents/carers know how the student is doing?*

Intervention work is reviewed regularly by the SENDCo with subject teachers and teaching assistants, using teacher assessments, specific test results and observations.

Parents/carers will be offered a chance to discuss progress each term or more frequently, if required. Where appropriate, multi-agencies will also be involved.

## Section 5

### MANAGING STUDENTS NEEDS ON THE SEND REGISTER

The AGSB SEND register is a confidential, regularly updated document that is shared with all staff. This document is GDPR compliant and is held electronically on Office 365. It lists the names of students who are known to have SEND, along with brief details. More details are held in SIMS for each student including official categorising for census purposes. At AGSB we also include details of some serious medical conditions on this list. This provides an 'at a glance' help for teachers and support staff.

At AGSB we follow a graduated approach which draws on the four-part cycle of **Assess, Plan, Do, Review** as described above. During this cycle approaches are revisited, refined and revised building on a growing understanding of a learner's needs and the support needed in helping them to make good progress and secure good outcomes.

Each stage of support builds on the good practice of the previous stages and increasing levels of support are provided where necessary.

AGSB use the Waves model to help distinguish between levels of provision.

**Wave 1:** Inclusive Quality First Teaching/Universal support for all students without any additional intervention

**Wave 2:** for students who are underachieving but do not have SEND, evidence based intervention

**Wave 3:** additional support for those with SEN who many have longer term needs and require individualised intervention within SEN Support. Wave 3 also covers those students who require personalised, high level or exceptional support through an Education, Health and Care (EHC) Plan

Where a student continues to make less progress than expected at Wave 3, it is likely that an **Individual Education Plan (IEP)** will be devised. This document is put together following consultation from subject teachers, Head of Year, Parents and student with SENDCo and records strengths as well as concerns. The IEP focuses on desired outcomes and advises on strategies and interventions. This document is shared with all concerned and is reviewed regularly – forming part of the 4-part cycle of Assess, Plan, Do, Review.

Subject and pastoral teachers are responsible for working with the pupil and for delivering such an individualised programme.

If a pupil receiving an individualised programme and/or support continues to make little or no progress then SENDCo will seek to contact external agencies for advice on new IEPs and targets, provide specialist assessments and strategies and in some cases provide support for some activities.

In the small number of instances where students still fail to make expected progress, the SENDCo and Head of Year will consult with parents and external agencies to initiate formal assessment for an EHC Plan by the Local Authority.

## **Section 6**

### **CRITERIA FOR EXITING THE SEND REGISTER**

It is hoped that with appropriate support, the student will make good progress. Where this progress is possible without additional support, then the student can exit the SEN Register.

## **Section 7**

### **SUPPORTING STUDENTS AND FAMILIES**

Other relevant School Policies:

Admissions

Pastoral Care Policy

Safeguarding and Child Protection Policy

Exams Policy

Medical Conditions Policy

Accessibility Plan

Equality Scheme

## **Section 8**

### **SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

Some students may also have special educational needs (SEND) 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 SEND Code of Practice (2014) is followed.

## **Section 9**

### **TRAINING AND RESOURCES**

9.1 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

9.2 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place and to discuss the needs of individual students.

9.3 The SENDCo regularly attends the Trafford Secondary SENDCo Forum meetings in order to keep up to date with local and national updates in SEND.

9.4 AGSB is a member of the National Association for SEN (NASEN)

## **Section 10**

### **STORING AND MANAGING INFORMATION**

10.1 The sensitive and confidential nature of all information regarding our students SEND is recognised and respected.

10.2 Information will be managed in line with school guidelines (GDPR compliant)

## **Section 11**

### **REVIEWING THE POLICY**

Monitoring of the responsibilities and activity detailed within this policy will be undertaken by the Deputy Head Master during the annual SLT and Head of Department link meeting in the Autumn term. The policy will be reviewed regularly by the Curriculum and Pupil Welfare Committee.

## **Section 12**

### **ACCESSIBILITY**

The School is fully accessible. All new building and refurbishment give attention to disabled access.

Please refer to the Accessibility Plan.

## **Section 13**

### **COMPLAINTS**

Please refer to the Complaints Policy.

## **Section 14**

### **BULLYING**

14.1 We take steps to safeguard the needs of our students with SEND, to promote independence and to build resilience in their learning.

14.2 Please refer to the Anti-Bullying Policy.

## **Section 15**

### **FURTHER INFORMATION**

Further useful information regarding SEND provision for students and their families can be found at:

- Trafford Local Offer ([www.trafforddirectory.co.uk](http://www.trafforddirectory.co.uk)).
- Trafford Parent and Young People's Partnership Service (PYPPS) –0161 912 3150 / Helpline open 9 til 1pm, Monday to Friday. Email [pyyps@trafford.gov.uk](mailto:pyyps@trafford.gov.uk)
- Trafford SEN Advisory Service – 0161 911 8683

For further information regarding SEND at AGSB or this Policy, contact:

Mrs Lesley Saunders (SENDCo) –0161 928 0858

Email: [lsaunders@agsb.co.uk](mailto:lsaunders@agsb.co.uk)