

2017

Special Education Needs and Disability Policy



GROVE
SCHOOL & COLLEGE
A mind set to succeed

THE GROVE SCHOOL

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1. Special Educational Needs and Disability Overview

1. Purpose

- 1.1 The core purpose of The Grove School is to raise standards of achievement by unlocking the potential of both staff and students. The Grove School and College promote the principle of inclusive education and high quality teaching and learning. For the majority of our students, most of the time QFT (Quality First Teaching) will be sufficient to ensure they achieve their full potential. We believe that *all* practitioners are teachers of students with SEND. The majority of student needs can be met within the classroom through high quality teaching, appropriate differentiation and in-class intervention. The Grove School recognises the right of the student with SEND to access a broad and balanced curriculum and that teachers set high expectations of every student. However, it also recognises that a small minority of students, with a higher level of need, will still benefit from access to a more specialist provision. We believe in equality of opportunity for all and understand that we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all students under the duties outlined in the Equality Act 2010. We work closely with all parents/carers to listen to their views and to build on students' previous experiences, knowledge, understanding and skills so that their child can develop in all aspects of the curriculum. We also work closely with students to develop a profile of their needs and aspirations. This policy statement sets out the additional support we give these students in order to enable them to experience the best possible level of success.
- 1.2. This policy should be read alongside The Teachers' Standards and the following policies and other documentation:
- Teaching, Learning and Assessment Policy.
 - Behaviour, Student Support, Restorative Practice and Anti-Bullying Policy.
 - Curriculum Policy.
 - Medical Policy.
 - Child Protection Policy.

2. Rationale

- 2.1 Developing effective SEND strategies to underpin a broad and balanced curriculum, provides students with the opportunities to build on their strengths and achieve their potential in all areas of their education. This is essential in a world that is rapidly changing where we have a responsibility to create learning opportunities for our students, which will equip them with the life-long skills and attributes needed to be successful in a variety of fields.

3. Definition

- 3.1 As defined in the SEND Code of Practice 2014, a student has SEN

'Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to students of the same age'
(6.15)

For most students QFT (Quality First Teaching) that reflects their needs will remove many barriers to learning and offer support to those students who have mild learning difficulties. These students would not necessarily be identified using the SEN Code of Practice (2014); support would be met through classroom management by teachers, differentiation of material and schemes of work and guided choices at GCSE with alternative forms of assessment and accreditation.

The Grove School monitors the progress of ***all*** students and will identify students whose progress is:

- 'significantly slower than that of their peers starting from the same baseline'
- 'fails to match or better the child's previous rate of progress'
- 'fails to close the attainment gap between the individual student and their peers'
- 'widens the attainment gap'

(6.17)

4. SEN Categories

- Communication and Interaction (6.28/6.29)
- Cognition and Learning (6.30/6.31)
- Social, Mental and Emotional Health (6.32/6.33)
- Sensory and/or Physical (6.34/6.35)

2. Special Educational Needs and Disability Approaches

1. Aims

- 1.1 The Grove School strives to unlock the potential of students by raising aspirations and expectations for all students with SEN. It offers a broad and balanced curriculum for all students enabling them to aspire for the best opportunities as they enter adulthood. It focuses on the outcomes of our students and not solely on hours of provision and support.

Students – to recognise that students must, as individuals, become independent learners, aspire and achieve; entitlements are the focus of both an educational and social environment.

Staff – to ensure that staff provide students with the right tools to access good quality teaching and learning. To make sure staff have effective and supportive management, consistent quality training, an effective learning environment and good quality advice.

Family and Community – to recognise the important role they play and that their involvement, personalised knowledge and commitment is needed for an effective and successful time at Grove School.

2. Objectives

- To identify and provide for all students, whatever their additional needs, so that they can be as fully integrated as possible into the life of The Grove School.
- To fully involve parents/carers and students in the identification, assessment and delivery of SEND, to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the wishes of the student, his/her age and level of understanding must be considered.
- To ensure that all our students are assessed so that their additional needs are identified and recorded.
- To provide a range of programmes which support our students with additional needs.
- To stimulate and/or maintain student curiosity, interest and enjoyment in their own education.
- To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. Our curriculum is broad and inclusive, promoting intellectual, emotional, social and physical development in order that students can develop as valuable members of society.

- To monitor progress of all our students with additional needs against clear targets and outcomes for improvement, in order to ensure these targets and outcomes are achieved.
- The Head Teacher, Special Educational Needs Coordinator (SENCo) and Progress Leader monitor our annual intake to ensure that SEND students (with or without Education Health and Care Plans - EHCPs) have not been refused admission or discriminated against due to their special needs. This applies equally to students who live within or outside our catchment area.
- The SENCo works closely with the Leadership Team and Progress Leaders to ensure that the curriculum is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area; it allows for differentiation according to individual needs and it offers equality of opportunity and access to the different curricular and skill areas.
- To ensure that the arrangements for assessment, recording and reviewing of students with additional needs are fully compliant with statutory requirements.
- Identification, assessment and intervention are personalised; students and parents are kept regularly informed by a variety of means e.g. personal contact, reports, parents' evenings, student interviews with Progress Leaders. The formation and implementation of consistently good QFT and differentiation to meet the needs of SEN within the classroom.
- A number of students, primarily but not exclusively students with an EHCP, will be given a student passport/profile. This will be formulated through key workers, students and parents/carers. The student's profile will provide strategies to support the student's individual needs, demonstrate strengths, independent skills and outcomes.
- To ensure that resources allocated for SEN are being used for the benefit of the students with additional needs and that they are deployed in an efficient and effective way.
- The SENCo offers advice and INSET (in-service training, meetings) opportunities for subject teachers and other departments on employing differentiated teaching methods, seeking out advice and supporting and planning for resources.

3. Identifying Special Educational Needs

- 3.1 The Grove School endeavours to monitor all students who are not making adequate progression in the four areas specified in the SEND Code of Practice 2014:
- Communication & Interaction
 - Cognition & Learning
 - Social, Emotional & Mental Health difficulties
 - Sensory and/or physical needs

- 3.2 This policy should also be read alongside 'The Grove Local Offer' which demonstrates how students are identified, assessed and supported in these areas of difficulty appropriately and effectively. Individual strengths are recognised, well-evidenced interventions are used to encourage student progress.

Partnership with parents is key in the development of interventions to meet the need of the 'whole child' to enable their child to achieve their best, become confident individuals and make a successful transition into adulthood. Consideration also needs to be given to other factors which may impact on progress and attainment but are not SEN:

- Disability – the school will make 'reasonable adjustments' as defined under Disability Equality Legislation
- Attendance and Punctuality
- Health and Welfare
- EAL
- Disadvantaged children (Student Premium)
- Looked After Child
- Child of Servicemen/women

4. A Graduated Approach To SEN Support

- The Grove School strives to provide high quality teaching. This is regularly reviewed by Senior Leadership and Middle Leaders.
- Class teachers are the first step in identifying students who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of students in their class – those students who are at risk of underachievement should, in the first instance, be receiving appropriate interventions/differentiation and good quality personalised teaching.
- Through staff appraisal and a proactive approach towards Teaching & Learning staff are given appropriate opportunities to improve their understanding of strategies to identify and support vulnerable students and knowledge of the areas of SEN frequently encountered.
- When considering whether a student needs special educational provision – the teacher and SENCo consider all the information within school, National data and expectations of progress. This will then determine whether something different or additional is required.
- Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of **ASSESS** – Assessments of students, **PLAN** – Planning for any additional in-class intervention, **DO** – Implementing intervention and then **REVIEW** – Reviewing the impact of the in-class work before a student should be identified as SEN.

5. Managing Students needs on the SEN Register

- The SEN Register is reviewed termly following the completion of the Whole School assessment and monitoring progress.
- Parents are contacted when there is a change of intervention (increase or decrease) for their child - a discussion with the parent and child will be key in this process.
- Students with Education, Health & Care Plans (Statements prior to conversion) will have a Student Profile. The Profile, in agreement with parents and students, will agree what the student (and parents/carers) feels the Student Profile supports them and suggests strategies for use in the classroom by the teacher.
- The Student Profile will have termly targets specifically looking at the identified areas of difficulty; progress will be against the expected outcomes. This review will take place with a Progress Leader or other designated member of staff, and supported by the SENCo.
- Students at SEN Support will have Student Profiles every term.
- The Grove School works effectively and proactively with a wide range of services when it is felt specialist advice is required. Many of these services are now 'traded.' Service Level Agreements are arranged by the School Business Manager, Mrs M. Williams.
- The School Business Manager manages all aspects of the School Budget including that of Special Educational Needs.
- The school engages some multi agencies through the EHAF (Early Help Assessment Form) for Shropshire or via the CAF (Common Assessment Framework) / TAC (Team Around the Child) process.
- Parents/students have the opportunity to discuss the completion of an EHAF, CAF/TAC to ensure the request for service and intervention meets the individual needs of the student.

6. Supporting Students and Families

- Grove School has a 'Special Educational Needs' section on the school website and it provides links for parents to our:
 - Grove Information Report
 - Grove 'local offer'
 - SEND Policy
- Parents can also access other school policies including our Admissions Policy via our website.

7. Supporting Students with Medical Conditions at The Grove

- The Grove School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will make 'reasonable adjustments' to comply with its duties under the Equality Act 2010.
- Some students may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs.
- The policy for supporting students with identified medical needs is available to parents and was drawn up by Mrs J. Hurley in consultation with relevant health professionals and relevant parents – it is available on the school website.

8. Monitoring and Evaluation of SEND

- Monitoring and evaluation of SEND is through regular contact with parents.
- The Governors receive an annual SEND report.
- The SEND Governor attends school regularly.
- All appropriate records should be kept, available for parents and will provide information to new teachers, schools or further educational establishments

9. Training and Resources

- SEND is funded via the local authority.
- Training needs of staff are identified and planned through regular appraisals, Line Management meetings, Faculty Meetings and Teaching & Learning Reviews.
- 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.
- All teachers and support staff undertake an induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual students.
- The school's SENCo regularly attends the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

- Local links are made through Collaboration Meetings with feeder primary schools.

10. Roles and Responsibility

- Mrs J. Jones Designated LAC Lead and SENCo
- Mrs S. Taylor Head Teacher
- Miss A. Chevin Designated Safeguarding Lead & Asst. Head of Inclusions/
- Mrs D. Hanney SEND Governor
- Mr D. Robinson Assistant Head of Student Premium & Catch Up Premium
- Mr T. Kinnersley Assistant Head of Whole School Assessment & Monitoring
- Mrs M. Williams Business Manager
- Mrs J. Hurley Medical Needs Lead & Pastoral Support Assistant
- Mrs D. Phillips Lead Examinations Officer

11. Accessibility

- The Grove School has a duty under the SEN and Disability Act 2001 to increase its accessibility for disabled students.
- The Grove School has an Accessibility Plan which outlines its strategies.
- We endeavour to offer all curriculum opportunities and activities available to all students and make reasonable adjustments where necessary to ensure The Grove School's ethos of being an inclusive environment is sustained.
- Staff receive input from the outside agencies to enable them to adapt their teaching methods and confidently use adapted materials or the learning environment to support students with visual and hearing impairment.
- Parents of students with disabilities receive information through letter, website, text and e-mail and sometimes through a follow up telephone call depending often on their preferred method of communication.

12. Procedures for Concerns

We endeavour to do our best for all students but if there are any concerns we encourage those concerned to approach, in the first instance, the Learning Support Department directly and then if unresolved, the Head Teacher. A response will be made as soon as possible.

Parents/Carers are informed about the Information, Advice and Support Service (IASS) so that they can obtain support, advice and information if they wish.

13. For parents who are seeking particular advice or need specific information

Where parents are seeking particular advice from specialist organisations – please use the link shown below. This will take them to the council for disabled children – a national group who help affect positive change for SEN.

This link will help parent's access information and advice:

www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations

This link will take you to a number of websites for particular areas of special need. For support with **dyslexia** please use the following websites:

www.dyslexiaaction.org.uk or the **British Dyslexia Association:**

www.bdadyslexia.org.uk

To access information on **Shropshire Council** and for information on how the Local Authority works within SEN please use the following link:

[http://www.shropshire.gov.uk/special-education-needs-and-disability-\(send\)/](http://www.shropshire.gov.uk/special-education-needs-and-disability-(send)/)

To access support from the **Information Advice and Support Service (IASS)** please use this link:

www.shropshire.gov.uk/special.../information-for-parentscarers/

If you have any questions please do not hesitate to contact Mrs Jan Jones, the SENCo (NASENCo Award, ATS, AMBDA) on 01630 652121 or email:

Signed:

Date: February 2017

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