

# Clitheroe Royal Grammar School

## Special Educational Needs and Disability (SEND) Policy

Staff member responsible: SENDCo and Deputy Headteacher Main School

Governors' Committee: Students and Staffing

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014).

This policy cannot operate in isolation but works alongside the following policies:

- Equality Act 2010: Advice for schools DfE February 2013
- CRGS Annual Information Report
- CRGS Local Offer
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- CRGS Medical Needs Policy
- CRGS Child Protection Policy
- CRGS Accessibility Plan
- CRGS Admissions Policy and CRGS Sixth Form Admissions Policy
- CRGS Anti-bullying Policy
- CRGS Complaints Policy
- CRGS Safeguarding and Child Protection Policy

### Person(s) Responsible

The Special Educational Needs Coordinator (SENDCo) within school is Mrs R E Smith who can be contacted by telephoning Main School.

The role of the SENDCo is line managed by Mrs C S Reeves (Deputy Headteacher). The named Governor responsible for SEND is Mrs Ann Taylor.

### Aims

Clitheroe Royal Grammar School (CRGS) believes that every young person matters and our students are seen as individuals with differing interests, knowledge, skills and needs. The school seeks to ensure that all students' needs are met and that every student is valued equally and encouraged to develop their potential to the full. All students have access to quality first teaching, differentiated for individual students. Assessment is both formative and summative and allows the tracking of students' achievement such that the progress of all is monitored closely. Every teacher is a teacher of all students under their direction, whether they have SEND or not.

CRGS is a selective grammar school that admits students based on academic ability. Entry into years 7-11 is based upon students reaching the required standard in our entrance examination. Students with a statement of SEND/EHC plan who meet the required standard are given priority for entrance at Year 7. A similar practice operates for entry to CRGS Sixth Form. We welcome students with disabilities who meet the required academic standard for entry to CRGS and make reasonable adjustments to our environment to accommodate them.

Typically, CRGS has a small number of students with SEND and so does not have an explicit SEND department. Currently, 5% students are classified as having some form of identified Special Educational Need and less than 0.2% have an Education, Health and Care Plan (EHCP). A majority of students on the recent SEND Support Register tend to be well adjusted to their individual needs and manage with minimal support. Generally, all students with SEND at CRGS make good or better than expected academic progress.

Special and specific needs are seen as whole-school issues and hence are the responsibility of everyone. All staff will seek to work in partnership with each student, their parents/carers and relevant outside agencies.

Students with SEND at CRGS will usually be taught in mainstream teaching groups but the school will remain flexible in its response to SEND, recognising that each student is an individual and that difficulties can range from slight to severe and from temporary to permanent.

### **Objectives of the Policy**

- To help remove barriers to learning for those students with specific learning needs so that they can access a broad and balanced curriculum, fulfil their potential and be included fully in the school community.
- To ensure that the learning needs of students with SEND are identified and assessed as early as possible and their progress is closely monitored.
- To ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to students with SEND and promotes high standards of attainment and achievement.
- To ensure good working relationships with parents/carers and the community.
- To ensure that teaching staff are involved in planning and meeting the learning needs of SEND students.
- To ensure that the school liaises with primary schools, special schools and outside agencies effectively to meet the needs of staff and students.

### **Identifying Special Educational Needs / Disability**

Students have Special Educational Needs if they have a learning difficulty which calls for special provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of a similar age.
- Have a disability which prevents or hinders them from making use of educational facilities.

As such, the educational provision they need is additional or different from that made generally for other students of the same age.

There are four broad areas of special educational need and disability:

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

The identification of SEND can happen in various ways including the following:

- Through specific reports from feeder schools on admission, which may identify educational, social or medical needs
- Through information given on student admission forms and from contact with parents and carers
- Through specific reports received from external agencies or Children's Services as part of the information sharing system. This may include receipt of a Common Assessment Framework (CAF) form completed by the feeder schools or by external agencies working with the student
- Through the monitoring of student work and progress by subject teachers and tutors. The Form Tutor or subject Teacher/Head of Department then consults with the Head of Year / Senior Tutor if there is a particular cause for concern
- Through academic monitoring, for example, autumn and spring interim reports and end-of-year reports

- Through regular consultation between Heads of Year/Senior Tutors, the SENDCo and Head of Main School / Head of Sixth Form
- Through medical reports made via the school nurse.
- Through parents contacting the school directly
- By the student self-referring for additional support

A student must not be regarded as having a learning difficulty solely because:

- They have a disability
- The language of their home is different from the language in which they will be taught.
- They have poor attendance/punctuality
- They are categorised as Pupil Premium
- They are a looked after child
- They are a child of a Serviceman/woman
- They have behavioural/social/emotional issues
- They have accessed pastoral support

Special needs may arise at any point during the student's school career.

The aim of recognising a student's need is not to label them, but to identify potential sources of support appropriate to them as individuals.

A good number of students with SEND at CRGS have had their needs identified at their previous school. In all cases where we are pre-informed of a student with SEND we work closely with previous educational settings to ensure a smooth transition.

All students with an EHC Plan are carefully monitored, in line with the requirements of the Code of Practice. Students who are at SEND Support (Tier 1/Tier 2) will receive an appropriate level of provision according to their level of need and their (and their parents) wishes. Students at Sixth Form are sometimes consulted independently of parents/carers according to their wishes.

Within school, the identification of SEND is built into our overall approach to monitoring the progress and development of all students. Subject teachers make regular assessments of progress for all students. These lead to the identification of students who are making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- does not match or better the student's previous rate of progress
- evidences a growing attainment gap between the student and their peers

It can also include progress in areas other than attainment, for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. These factors may indicate the presence of a special educational need.

Our first response in all cases where a concern about progress is detected is to ensure that high quality teaching is being delivered and targeted at the specific areas identified. If progress continues to be less than expected the subject teacher will make an in school referral to pastoral staff and/or the SENDCo.

We would then consider whether the lack of progress may be attributed to other factors (attendance, health and welfare, behaviour etc) or whether there may be the possible presence of a special educational need. Within this process students and their parents/carers are fully consulted, becoming a part of the assessment taking place.

## **A Graduated Approach to SEN Support**

Our first step in responding to students who may have SEND is by ensuring high quality differentiated teaching is in place. Students will only be identified as having SEND if they are not making adequate progress once all the relevant interventions and adjustments have been put into place, alongside high quality personalised teaching. Any interventions and adjustments are then reviewed and this information is used to plan future actions.

### **Examples of differentiation include:**

- Varying the type of tasks through which students learn
- Using stepped questions, open-ended tasks and extension tasks, which broaden knowledge and understanding
- Using specific strategies to support students' organisation
- Providing key words for spelling practice
- Displaying key words
- Adopting dyslexia-friendly techniques
- ASD/ADHD approaches/techniques
- Providing printed materials to reduce the amount of copying from the board
- Room timetabling to accommodate physical needs
- Access to the Student Support Manager

Mrs Rachel Crow is the Student Support Manager and works with students / families around mental health, well-being issues and pastoral issues.

The Head of Year / Senior Tutor will meet with the student on a regular basis to review and evaluate the strategies that are in place. If a student is not making adequate progress, despite the differentiated additional support which the subject teachers have given then the Head of Year / Senior Tutor will discuss the student issues with the SENDCo.

If there is still concern about the student, the Head of Year / Senior Tutor will discuss the student issues with the SENDCo.

The following background information would be useful during discussions with the SENDCo.

- Reports on school work: levels of attainment, completion of homework, use of the planner, evidence from written work, evidence from subject teachers, form tutors, Head of Year/Senior Tutor and the Student Support Manager, if appropriate
- Observations about behaviour
- Observations about attendance
- Known health, family or other social circumstances
- Contact with parents or carers and, where appropriate, discussions with the individual student

Subject teachers are supported by their heads of learning, pastoral staff, the SENDCo and senior management to enable them to explore a range of approaches and interventions that could enable students to close any emerging progress gaps. We also provide an excellent CPD (Continued Professional Development) programme to all staff.

Where higher levels of need are detected we follow the ASSESS-PLAN-DO-REVIEW cycle:

- ASSESS – an analysis of a student's needs, which will include dialogue with parents
- PLAN – decide, in conjunction with the student and parents, strategies to put in place to support a student
- DO – subject teachers are responsible for applying the elements of the plan
- REVIEW – the effectiveness of the plan is judged, the system cycles if necessary

Our Support Plan Register is broken down into the following categories:

## **Monitor**

A student may have a diagnosis of a Special Need such as Autistic Spectrum Disorder or Dyslexia but is, in the main, managing the difficulty with his/her own strategies along with quality teaching in the classroom. Teachers will be made fully aware of the difficulties and will refer to the Student Support Plan (SSP) on the School Information Management System (SIMS) for advice about how to best meet the needs of the student. The student's progress will be monitored through the existing reporting/monitoring systems in place in school.

A student may also have a minor difficulty which may affect progress. If this is the case there will be a note on SIMS and progress would be monitored as stated above. If it appears that the student is not coping then a review can be called by a member of staff, student or parent/carer. Following this review the student may move to a different category.

## **Tier 1**

A student at this tier has a recognised learning difficulty and continues to have difficulties when classroom interventions have been put into place. The student is attending some form of additional intervention to help address the difficulties. The student has a Support Plan/IEP in place which is reviewed termly; via Parents Evening, One-to-One meeting with Head of Year / Senior Tutor and the SENDCo Support Plan Review. School performance and tracking data would also further inform progress.

If, following these reviews, it appears that the student is not making sufficient progress then a review can be called by a member of staff, student or parent/carer. Following this review the student may move to a different category.

## **Tier 2**

As above, but having employed appropriate school interventions the student is still at risk of underachievement, advice would then be sought from outside agencies such as the Educational Psychologist. The student has a Student Support Plan in place that is reviewed termly; via Parents Evening, One-to-One meeting with Head of Year / Senior Tutor and the SENDCo Support Plan Review. School performance and tracking data would also further inform progress.

If it becomes appropriate to apply to the local authority for an EHC Plan (because insufficient progress was being made through Student Support) we would follow the procedures laid down in the Code of Practice, having gathered evidence from both within school and from external specialists, making use of information gathering tools (such as CAF) where appropriate.

## **EHCP Students**

Students with EHC plans are monitored/assessed in the same way as Tier 1 and Tier 2, with the added statutory involvement of the local authority in conducting Annual Reviews of EHC plans.

## **Managing Students' Needs on the Student Support Register**

The register of students with special educational needs is held and maintained by the SENDCo. There is a summary spreadsheet listing all SEND students, this is available on the school network. All teaching staff are issued with a Staff Handbook which contains various strategies to put in place in the classroom to ensure that high quality differentiated teaching takes place. Paper copies of Student Support Plans (SSPs) are held and maintained by the SENDCo and an electronic version is available to all staff on SIMS. A record of action taken and contacts made with parents and outside agencies is kept by the SENDCo and in the student's SEND folder. CPOMs may also be used to record relevant information.

## **The responsibility of the Special Needs Co-ordinator**

The SEND Co-ordinator will:

- Oversee the school's policy for SEND.
- Ensure the effective day-to-day operation of the SEND policy.
- Have an oversight of provision for students with SEND and maintain the school's SEND register, making sure that it is kept up-to-date.
- Ensure that staff are aware of their responsibilities with regard to the Code of Practice.
- Ensure that all staff have access to the SEND register via the staff area on the network.
- Ensure that the Staff Handbook contains a student support section which gives advice as to the best strategies to deploy in the classroom.
- Ensure that a review of progress for each student with SEND is undertaken at least termly.
- Ensure that SPPs are updated on the School Information Management System (SIMS) following the above reviews.
- Liaise with and consult parents of students with SEND as necessary.
- Liaise with and consult with external agencies as necessary.
- Promote staff development and training in relation to SEND.
- Provide an induction in SEND for new staff.
- Provide the Examinations Officer with information on students who, following external assessment, require any special arrangement in examinations and ensure that such arrangements are supported by the appropriate evidence, such as a specialist assessment report or a consultant's letter.

## **The responsibility of the Head of Year / Senior Tutor**

Heads of Year and Senior Tutors will be involved in the implementation of the SEND Policy. They will:

- Use data (eg Middle Years Information System - MIDYIS) to highlight any discrepancies between the different tested areas
- Review and monitor the progress of students with SEND at least twice per year
- Use feedback given by subject teachers and data received from the autumn and spring interim reports as well as the end-of-year reports to assess progress. This data will be put on the network by the Data Manager following any interim reports
- Arrange to meet with the student to discuss progress and amend the Student Support Plan (SSP) where appropriate.
- Discuss progress with parents/carers and where necessary invite them into school.
- Liaise closely with the SENDCo and where necessary contact the relevant outside agency.

## **The responsibility of the Subject Teacher**

The Code of Practice clearly acknowledges the importance of all staff being involved in the implementation of the SEND Policy. Responsibilities include:

- Being aware of the school's procedures for the identification and assessment of SEND students and subsequent provision for them.
- Using the student's SSP to assist in the differentiation of the curriculum for students with SEND and to monitor their progress
- Liaising with the Head of Year / Senior Tutor and / or SENDCo to decide the action required to assist the student.
- Suggesting suitable SSP targets for the student.
- Reporting any concerns regarding students who they feel may be showing signs of SEND to the SENDCo (see Identification of SEND section earlier in this policy).

## **Criteria for Exiting the SEND Register**

Following the above monitoring systems and with substantiated evidence a student can be moved to a different tier. In practice a student will only be completely removed from the support register if it is deemed that they are coping with their need and continuing to make sufficient progress.

## **Supporting Students and their Families**

The school recognises that “where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school”. (Code of Practice 2014, 6.65)

Therefore the school will encourage parents/carers to work closely with school. Parents/carers are frequently contacted to discuss matters and are invited to meet with staff as we fully recognise that the role parents/carers play is vital and will therefore endeavour to value their contribution. Students and families have access to the Student Support Manager.

At the induction evenings/mornings for new students there will always be someone in attendance who has knowledge of SEND requirements and who is therefore able to give advice to parents/carers.

Parents/carers receive a copy of their son/daughter’s SSP and are informed of their progress following the SSP Review. Prior to their son/daughter’s EHC Plan review parents/carers are asked to complete the relevant forms. Assistance with this is available from the SENDCo if required.

Parents have access to the Lancashire Local Offer via the Lancashire website. The CRGS Local offer can be found out our school website, along with our Annual SEND Information Report.

## **Admissions during Key Stage 3 and 4 and to the Sixth Form**

Students with Special Educational Needs will be admitted to Clitheroe Royal Grammar School in line with the school’s admissions policy.

The school will use their induction mornings and evenings to work closely with parents to ascertain whether a child has been identified as having special educational needs at Tier 1/Tier 2 or has an EHC Plan. Once alerted to the fact that a student may have a difficulty in learning, the SENDCo with the help of relevant administration staff, will endeavour to collect all relevant information and plan the relevant addition support.

## **Special Arrangements – Entrance Examination**

If a student sitting the entrance examination has an additional need, the school will ask that the details of these are put in writing to the Headteacher and attached to the application. The designated member of staff, with the help of the SENDCo and relevant administrative staff, will endeavour to collect as much information as possible from parents and/or relevant primary schools. The information will then be discussed with the Headteacher to decide whether special consideration should be granted. This consideration can take a number of different forms.

## **Special Arrangements – Examinations**

When a student has needs which the school, the students or the parents/carers feel would mean that the student would be at a disadvantage in external examinations and/or in-school assessments the school can apply for special consideration from the examination board. This consideration can take a number of different forms, the most common being agreement that a student can be given an extra 25% of time to complete such tasks. This must be the normal way of working.

The SENDCo will arrange for assessment by an appropriately qualified professional to provide evidence for the examination board (“a picture of need”) or parents will need to provide evidence from their medical practitioner/other qualified professional who has assessed their son/daughter. This evidence will be held in the SEND folder and forwarded to the Examinations Office.

### **Supporting Students at School with Medical Conditions / Physical Disabilities**

The school is continually developing its provision for any students who may have permanent or temporary physical disabilities which may impair their access to the curriculum. There are disabled toilet facilities and lifts on both sites and all new building work considers accessibility issues in order to meet the appropriate legislation.

The 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 comply with its duties under the Equality Act 2010.

The SENDCo has access to both hearing and visual impairment specialist teachers provided by LCC.

Some may also have special educational needs (SEND) and may have an 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.

Further information regarding provision for students with medical needs can be found in the school’s Medical Needs Policy, which is available on request.

### **Monitoring and Evaluating SEND Procedures**

Provision for individual students on Tier 1/Tier 2 and Statements/EHC Plans will be reviewed at least termly via Parents/Carers Evening, one-to-one meeting with Head of Year/Senior Tutor and the SENDCo Support Plan Review. School performance and tracking data would also further inform progress.

Where appropriate, parents/carers may also be consulted at the review when one of the following decisions may be reached:

- To remove the student from the Support Plan Register
- To maintain the current level of support
- To increase the level of support as outlined earlier in this policy

Monitoring of the whole-school provision takes place at a variety of levels:

- Annual review of SEND performance within departments as part of the Examination Review Meetings
- Classroom observations, student/parent voice and data tracking carried out by the SENDCo

There will be at least one annual meeting between the SENDCo and the Nominated Governor for special needs provision. The Governor will then report back to the Full Governing Body. The Governing Body has a statutory duty towards students with SEND and will follow the guidance as set out in section 6 of the Code of Practice, 2014.

- Targets for SEND will be included in the School Improvement Plan and will be reviewed annually by the SENDCo, Headteacher and Governors. At this review new targets may be set.

The SEND policy will be evaluated with regard to the following criteria:

- Student learning and achievement
- The positive involvement of and feedback from, teachers, students and parents
- The SEND Code of Practice requirements
- Any new Government developments
- The requirements of any staff training

### **SEND Training and Resources**

The school prioritises the professional development of all staff and is committed to offering a diverse, well-resourced and high quality training offer to all. The core CPD programme for all staff includes briefing and guidance sessions led by the SENDCo. In addition, there are optional sessions as part of the “drop-in” programme. Some of these are facilitated by the SENDCo, others by experienced and interested members of staff.

In addition, the SENDCo leads a session for all new staff as part of the Induction programme and runs a workshop for trainee teachers who are based in the school.

The SENDCo attends all relevant LCC training and network meetings, ensuring that we are kept up-to-date with the most recent developments and opportunities for our students. Teaching Assistants and pastoral staff at both sites also access relevant training as needed. This may be to enable them to support a student with very specific needs or to broaden their skills in a particular area, such as classroom management or meeting the needs of students with ASD. All staff supporting students with very particular needs have specialist training in meeting these, such as personal hygiene/moving & handling courses. The school is also a member of NASEN and subscribes to a range of publications to ensure that we are kept updated with any developments.

Further training needs and requirements are identified through the appraisal process or by responding to national/local changes and opportunities.

In line with the SEND Code of Practice 2014 the governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Deputy Headteacher/SENDCo. The SENDCo will develop his/her skills through attendance at specialist training discussions with outside specialists and reading of relevant green and white papers. Teaching staff will be kept up to date informally by the SENDCo/Deputy Headteacher and formally at staff meetings and training.

Support staff who work with individual students and groups of students need to have a wide range of curriculum and SEND knowledge. This will be regularly updated during formal and informal meetings/discussions with the SENDCo and other teaching/support staff. The effectiveness of such provision is monitored and reviewed by the SENDCo.

### **Storing and Managing Information**

All documents relating to SEND are stored securely, in line with all other confidential documentation in the school. We archive information relating to SEND students and this is held securely for at least 25 years from the date the student goes off roll. All staff agree to manage such information confidentially and are regularly reminded of their responsibilities through Safeguarding training.

When appropriate, confidential information about students would always be destroyed securely.

### **Reviewing the Policy**

The SEND Policy will be reviewed annually at the Governors; Students and Staffing Committee meeting held in April / May.

## **Accessibility**

The school recognises its duties and responsibilities under the Equality Act 2010 further details of how we meet these are available in the school's Equality Policy, Accessibility Plan and on the school website.

## **Dealing with Complaints**

Should a parent/carer have a concern about the special provision made for their son/daughter they should follow the school complaints procedure.

## **Bullying**

The school considers that bullying is anti-social behaviour; it is unacceptable and will not be tolerated. The school believe that all students have the right to learn in a supportive, caring, happy, safe and secure environment without the fear of being bullied. The school aims to deal with any bullying complaints firmly, fairly and promptly.

For further information, our Anti-Bullying policy is available on request and is also available on our school website.

Date of last review:	April 2020
Date of approval by Governors:	April 2020
Date of next review:	April 2021