

## **STOCKPORT GRAMMAR SCHOOL WHOLE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

(Reviewed by Governors 15.10.19)

This is a statement of the aims, principles and strategies for developing effective practice in the delivery of support for children with Learning Difficulties and Disabilities. These are referred to as Special Educational Needs and Disabilities (SEND). This Policy takes account of the following related School Policies:

- Equal Opportunities
- Admissions
- Accessibility Plan
- Child Protection
- Non-discrimination
- Pupil Discipline

### **School Ethos**

Stockport Grammar School is an independent school which selects its entry on the basis of academic aptitude as demonstrated by candidates for entry in appropriate entry tests. In that context there is no discrimination between candidates on racial, religious, gender, cultural, ethnic grounds. Applications will be considered on the basis that all reasonable adjustments have been made by the school in order to cater for a child's disability.

Stockport Grammar School aims to adhere to the current legislation regarding children with the implementation of provisions from the Children and Families Act 2014, SEND, the SEND Code of Practice 0 – 25 Years 2014 and the Equality Act 2010. It is committed to supporting the right of all young people to have equal access to a broad, balanced and relevant curriculum, enabling them to reach their full potential and to achieve as high a degree of independence as possible within the community.

The School recognises the value of each pupil as an individual, and the importance of nurturing every aspect of their personality and potential - intellectual, creative, emotional, physical and spiritual. Parents are asked to disclose at the point of application any known special educational needs so that the school can work closely with families to accommodate all pupils of suitable academic ability and make an assessment of the reasonable adjustments that would be needed in order to provide adequately for the child's physical and educational needs.

### **Definition of Special Educational Needs and Disabilities (SEND)**

The Children and Families Act 2014 defines Special Educational Needs as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- are under five and fall within the definitions above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

## **English as an Additional Language (EAL)**

A child must not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she is or will be taught is different from a language or (form of language) which is or has been spoken at home.* (Section 20(4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support which is available within school via specialist software, lunchtime clubs and, if necessary, withdrawal for support or a reduced curriculum.

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

### **Physical Accessibility**

The School recognises that physical disabilities can affect access to learning. Parents and prospective parents of children with physical disabilities can obtain copies of Stockport Grammar School's Accessibility Plan from the website. This shows the ways in which we plan to make our buildings and facilities progressively more accessible to pupils, parents and visitors with physical disabilities.

### **Senior School pupils**

#### **Identifying Pupils with SEND**

If a pupil enters the Senior School with identified SEND, all relevant documentation including specialist reports, statements and EHCPs (Education, Health and Care Plans) is passed to the SENDCo (Special Educational Needs and Disabilities Co-ordinator).

All First Year pupils are screened for literacy difficulties in the first half term.

All pupils identified as having potentially significant difficulties are referred to the SENDCo.

The SENDCo responds to reports from external agencies, including Educational Psychologists and Occupational Therapists and to concerns raised by pupils, parents and members of staff.

The SENDCo carries out a needs analysis for any pupil identified as having, or as possibly having, SEND. This involves the analysis of data from baseline tests (e.g. MidYIS), literacy screening and consultation with the pupil, parents and members of staff.

If needed, the Learning Support Department carries out individual educational assessments of reading, writing and processing skills. Members of staff who carry out these assessments are suitably qualified.

**Stockport Grammar Senior School** employs a SENDCo and a Specialist Dyslexia Teacher and Assessor and two Learning Support Assistants. The Learning Support Department gives support to pupils with weak literacy skills and a member of the

Mathematics Department helps support pupils' numeracy needs. The SENDCo oversees the dissemination of information to staff and training, liaises with parents and organises support for individual pupils as appropriate.

### **Transition between Schools and Colleges of Further or Higher Education**

Efforts are taken to ensure the smooth transition of children with known Special Educational Needs to the next stage of their educational career by the following means:

- Passing on information, through references and documentation from other agencies
- Visits to Stockport Grammar Junior School by the Senior SENDCo
- Senior School staff teaching some Maths and English in Stockport Grammar Junior School
- Liaison with Careers Department where appropriate

### **Provision for Pupils with SEND**

Each pupil with SEND requires special consideration and treatment. The School will discuss with parents the adjustments that can be reasonably made for their child.

All teaching staff participate in training to enable them to plan differentiated lessons to help support pupils with SEND. In the Senior School, subject teachers and Heads of Department liaise with the SENDCo regarding pupil referrals and developing subject-specific support.

Support for pupils with SEND aims to help children acquire the independent skills and confidence to enjoy access to the full curriculum with their peers. The SENDCo regularly works with Heads of Department to review and develop approaches to supporting pupils' needs. Some will require short "booster" sessions to overcome a specific barrier to progress, whilst others may require longer-term support. This may take many forms, including:

- Withdrawal from lessons for support
- Lunchtime group or one-to-one sessions
- Small group work
- A Pupil Summary giving detailed advice as to the most effective support strategies
- Access to IT learning software to support literacy skills

Pupils may receive help with literacy (reading and spelling), reading for meaning, writing organisation, punctuation and grammar, presentation, numeracy and study skills. Some pupils may qualify for special Access Arrangements in internal and public examinations. Public examination Access Arrangements are administered according to the current JCQ (Joint Centre for Qualifications) and other examination Boards' criteria.

### **Education, Health and Care Plans (EHC plan) and Statements of Special Educational Needs (SSEN)**

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has a SSEN or an EHC plan, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the SSEN

or EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of SSENs or EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the SSEN or EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in either Part 4 of the SSEN or Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

## **Register**

The Senior School SENDCo compiles and maintains a register (SEN Report) of all pupils who have been identified as having SEND which is kept on the school network for staff access. This also summarises any recommendations for classroom support, exam access arrangements and additional help received from the Learning Support Department and/or external agencies, if applicable. Pupils on the Junior School register are made known to the Senior School as they prepare for transition to the Senior School.

## **Monitoring Progress**

- In addition to the regular system of Effort Grades, written reports and Parents' Evenings for all children, the SENDCo will write to parents at the end of any additional planned block of support to inform them of the progress made, and whether any further action is deemed necessary
- Pupils who receive one-to-one support will be regularly assessed to track their progress in specific areas.
- Pupils may be reassessed for dyslexia and processing difficulties in order to review their needs and progress as they move to new stages in their school careers, especially where further information is needed to support Access Arrangements for public examinations.

The SENDCo works closely with pupils, their families and subject departments to review and monitor the effectiveness of the support provided for children.

The SENDCo meets regularly with the Deputy Head (Academic) and members of the Pastoral Heads' Team, and reports to governors through Education Committee.

## **Junior School pupils**

### **Identifying Pupils with SEND**

The School recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. Many pupils, at some time in their school career, may experience difficulties which affect their learning, and these may be long or short term. The School aims to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The School employs a Learning Support Co-ordinator (LSCo), who is a Specialist Dyslexia Teacher. The LSCo oversees the dissemination of information to all junior staff and training, liaises with parents and organises support for individual and groups of pupils as appropriate. A number of support staff are available to assist the LSCo in the delivery of interventions as and when appropriate.

The Junior School's system of regular observation, assessment and recording of the progress of all children is used to identify those who are not progressing satisfactorily and who may have additional needs. The School also recognises that very able children can sometimes also need support.

Systems include:

- Regular analysis of assessment tracking grids, which show progress for all children in Key Stages 1 and 2. These grids enable identification of children who are not making expected progress, or who are achieving at a level significantly below their peers.
- For children in the Reception classes (EYFS), teachers use the Early Learning Years Foundation Stage Profile (EYFSP) to track children's progress against a set of Early Learning Goals. Through regular completion of these profiles, Reception class teachers are able to identify children who are not making expected progress, who may not be on track to achieve the expected number of Early Learning Goals, or who are achieving at a level significantly below their peers.
- Professional discussions between class teachers and the Learning Support Coordinator (LSCo) or members of the Senior Management Team.
- Consultations with parents, where concerns may be raised by either the teacher or the parent.
- The steps outlined above may then be followed, where appropriate, by specialist assessment and screening to analyse the needs of children whose progress continues to be a concern in spite of additional interventions. This can include, where appropriate, the recommendation to parents to pursue further specialist assessment through the services of an Educational Psychologist. Information provided will guide and help refine provision for the pupil.
- Concerns may be raised by an outside agency or by the School Nurse.

### **The Learning Support Register**

This is a register of pupils with SEND, which includes their name, form and level on the register.

### **Links To External Professionals/Agencies**

The Junior School has links with and experience of working with a range of professionals/organisations for the benefit of its pupils with SEND:

- Child and Educational Psychologists
- Child and Adolescent Mental Health Service (CAHMS)
- ADHD Specialist Nurse
- Speech and Language Therapists
- Other Independent School SENDCo's- via SENDCo Cluster Group

### **Admission Arrangements For Pupils With SEND**

The Junior School caters for children from the ages of 3 to 11. The School maintains a strong academic tradition and strives to provide the best possible all round education. The School is selective and welcomes all children who can access the curriculum, make the most of the opportunities offered and flourish in its caring environment.

Parents are required to include information about any learning difficulties as part of the admissions procedure. They are also asked to provide a copy of any Educational Psychologist's report and to speak to the Learning Support Department prior to their child's entry to the school concerning any special needs or learning difficulties they may have.

### **Access Arrangements**

Access Arrangements in internal tests, and as a normal way of working, may be appropriate, taking into account the candidate's needs and scores. Opportunities, where appropriate, are provided for children to develop the skills needed to use alternative methods of recording and assistive technology.

### **The Provision of Additional Support For Learning For Pupils With SEND**

The Junior School utilises a graduated approach to meeting the needs of pupils with SEND.

#### **SEND Support Level 1**

The Universal Provision of high quality teaching from the child's class teacher, differentiated to enable the child with SEND to access the full range of curriculum activities alongside their peers. This may involve the teacher providing a child with an alternative method of recording, extra time to complete a task, a structured template/writing scaffold for the child to complete their work within, a resource from the 'Inclusion Box' or a little extra support from a TA (teaching assistant) in class where available.

#### **SEND Support Level 2 (Targeted Provision)**

Targeted interventions are put in place and monitored closely by the LSCo in conjunction with the class teacher. In addition to school-based interventions, such as reading comprehension support, a number of published interventions are used in our targeted provision. This includes: the reading programme Lexia Core 5, the spelling platform Spellzone, Rapid Phonics and Rapid Maths resources. For children requiring more intensive support in a 1:1 situation, we are able to deliver 1:1 Lexia lessons and use Word Wasp to help children with spelling difficulties and 'Dynamo Maths' for children having difficulties with number. Speech and language and social skills programmes are also carried out where this is an identified need, and often with advice from the relevant outside agency. Targeted provision will be delivered by a member of the Learning Support department. This provision is detailed on a provision map. Where a teaching assistant delivers the intervention, they will receive the appropriate training and support to deliver the intervention effectively and will work under the close supervision of the class teacher and LSCo.

#### **SEND Support Level 3 (Specialist Provision)**

Specialist teaching is provided to pupils whose needs indicate specialist 1:1 provision is required and who typically have a diagnosis of a learning difficulty. A range of resources

is used to support these children including, for example, 'The Dyslexia Institute Literacy Programme' (DILP). This teaching is delivered by a specialist Learning Support teacher, with targets detailed in the children's Individual Educational Plan (IEP).

#### SENS Support Level 4 (Child with Statement of SEN/EHCP)

For children with a Statement of Educational Need or an Education and Healthcare Plan (EHCP), a Special Educational Needs Teaching Assistant (SENTA) may be funded by the LEA and thus employed to work with the child for a number of hours per week. The role of the SENTA is to assist the class teacher with the provision set out in the child's statement or EHCP, enabling the child to make progress towards the objectives set out in the statement or EHCP. These children will receive specialist teaching and will have an Individual Education Plan (IEP) detailing their individual targets.

### **Monitoring and Evaluation Of SEND**

All provision for children with SEND is detailed on class provision maps, which are updated regularly. The provision map lists every child being monitored or receiving additional support in each class. Where interventions are in place, the provision map states the entry level of the child, the frequency and duration of delivery, who will deliver the intervention, the target and actual outcomes. These provision maps aim to give a detailed picture of the use of interventions across the Junior School and allow the identification of progress made before and after an intervention and whether it has been effective or alternative support is needed.

As part of the whole school assessment cycle, all pupils in KS2 are formally assessed at key times within the academic year. These assessments feed into the tracking data, which is then analysed for pupil progress. The tracking data can then be used to help identify any further children requiring support, creating a continuous cycle of assessment, support and review.

Professional conversations between colleagues, parent-teacher consultations and discussions with the child also provide opportunities to informally evaluate the effectiveness of any SEND support the school has provided.

For children receiving specialist 1:1 teaching, an IEP is written twice a year. This is a plan which sets a small number of achievable targets to support a child to move forward in their learning. The plans include strategies that will be employed by the school, supporting strategies and activities to be carried out at home. The IEPs are written in collaboration with the class teacher, parents/carers, child (where appropriate) and any outside agencies involved with the child's SEND support or EHCP.

The LSCo meets regularly with the Assistant Head (Curriculum) and reports to governors through Education Committee.

### **Staff Training**

Staff training related to children with SEND occurs in a number of ways including:

- In-house training by an external agency to provide all teachers with an understanding of specific issues.
- In-house training by the provider of an intervention delivered to TAs and teachers.
- Members of staff required to deliver Speech and Language Therapy to children are given the opportunity to meet with the Speech and Language therapist to discuss work programmes, have targets clearly explained and receive advice about how best to carry out work programmes.

- The LSCo attends regular briefings and training sessions as appropriate to keep up to date with changes in SEND policy and best practice with regards to the teaching of children with SEND. Any information or resources gained from these briefings are then made available to members of staff as appropriate.
- The LSCo is available to offer advice and support to teachers regarding the provision made for children with SEND and how best to ensure their needs are being met in an inclusive manner.

### Parental Consultation

- Where a child has an Individual Educational Plan (IEP) parents will be invited to attend a review meeting at regular intervals during the school year. At the meeting, parents and the child (if appropriate) will meet with the child’s class teacher and any other members of staff involved on a daily basis in supporting the learning of that child in school. Targets from the child’s previous IEP will be evaluated and new targets for the next IEP will be set. These meetings will outline strategies and activities for both school and home to help the child work towards their targets.
- Parents of children with a Statement or EHC plan are invited to attend an annual review. At that review, parents and the child themselves (where appropriate) will meet with all staff (from within school and outside agencies also) involved with the provision made for their child. There will be a discussion about the progress made by the child towards the objectives set out in the statement.

### Transition

- For all children moving from one year group to the next, teachers will pass on all relevant information about a child’s provision to ensure continuous support for the child with SEND.
- For children who are coming to the end of their time at the Junior School and are preparing to move on, the LSCo will ensure all relevant notes and records are passed on to receiving schools, and will liaise closely with the Senior School SENDCo to ensure a successful transition for pupils moving to the Senior School.
- For children with a Statement or EHC plan, the SENDCo from their prospective secondary school will be invited to attend the Annual Review meeting at the end of Year 5 and again at the end of Year 6.

<b>Authorised by Chairman of Governors</b>	
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