



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



SPECIAL EDUCATIONAL NEEDS POLICY

Approved by: PHGS Local Governing Body: May 2019
Next Review: May 2020

Purpose and scope of this policy including the definition of Special educational needs

Students have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Students have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEN policy details how Prince Henry's will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. The school's SEN Co-Ordinator (SENCO) is Mr Philip Temple (from September 2018 this will be Ms Natalie Sadler).

The school will continue to admit students in line with its Admissions Policy, which operates within the framework of the Local Authority (LA) admissions and transfer policy. The school will have regard to the Code of Practice when carrying out its duties towards all students with special educational needs.

Identifying special educational needs

Provision for students with SEND is a matter for the school as a whole. In addition to the governing body, the schools head teacher, SENCO and inclusion team, all other members of staff have a responsibility to ensure this is normal practice.

All teachers are teachers of students with SEND, teaching such students is a whole school responsibility which is central to our school ethos.

At the core of every lesson and every faculty area is a continuous cycle of planning, teaching, assessment, evaluation and reflection that takes into account the wide range of abilities, aptitudes and interests of the students in our school community. The majority of students will learn and progress in line with age related expectations; however for students with special educational needs there may be a need to provide an enhanced level of provision that supports them to make progress.

All staff have access to PCP (Pupil centred passport) documents for students with SEND. It is the responsibility of all staff to make themselves familiar throughout the year with the individual needs of these students in their classes and make differentiated arrangements for their learning.

Staff will ensure they have the most up to date documentation. See Section 11 for more information on confidentiality.

These are sensitive documents and due care should be taken to protect confidentiality. These documents are available via firefly.

Prince Henry's has a formalised system for staff to alert the SEND team to a student which they are concerned about and through the collection of information from a range of sources including:

- Teacher observation and assessment
- Progress against MEA (Minimum Expected Attainment)
- Teaching Assistant feedback
- Teacher feedback survey

Through these formalised systems we can collate information to allow us to identify and put into place the right provision for the individual.

Transition

As part of the transition to PHGS from Primary school all families are offered an interview with the SEND faculty in order to share information about their child. SEND staff speak to the SENCO in every feeder primary school to establish the support needs of identified individuals. SEND staff attend annual reviews for any Y6 students who will have PHGS named within their Education, health and care plan.

SEND staff prepare Pupil centred passports for Y6 students in advance of their arrival at PHGS and time is allocated on the initial training day at the beginning of the academic year to disseminate this information to the wider staff.

Definitions

There is a wide spectrum of difficulties that can lead to a child experiencing problems in learning, and being assessed as having SEND. However this can be divided into four key areas.

4 Key Areas of SEND	Specific Needs we support
Communication and interaction	Autistic Spectrum Disorders (ASD) Speech, Language and Communication Needs
Cognition and learning	Moderate Learning Needs Specific Learning Difficulties (SpLD)
Social, emotional and mental health	Behavioural Needs Emotional and mental wellbeing Social Needs
Sensory and/or physical	Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Medical

SUMMARY OF PROVISION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS OR DISABILITIES AT PRINCE HENRYS.	
In The Classroom at PHGS Provision, Statutory Information and Links	Beyond The Classroom at PHGS
We have a wide range of SEN provision and work closely with colleagues, outside agencies, health professionals and parents to identify and support students with SEN in our whole school. Student Ambassador scheme and well - established transition programme for feeder primary schools. Strong links with feeder schools and regular cluster meetings. Training provided on SEND updates every year and as part of our whole school CPD programme.	Reading Club and SUMS club run to aid student with developing skills in this area Lunchtime groups, (e.g. games club, IT club, Film Club) homework support. SEN base that students can “drop into”. Exam access arrangements testing by trained SEN staff and exams officer. Dyslexia screening by trained SEN staff Dedicated SEN leads in each faculty to disseminate information regarding best ways to support SEN students. Ongoing quality academic and pastoral

<p>Faculty based support staff effectively deployed and weekly meetings to discuss/review students' needs. Regular tracking and monitoring of progress is embedded in all faculty areas. Front line parent support and engagement. Use of IPADs to break down barriers to learning. A range of specialist apps to aid SEND students further.</p>	<p>Support. A Positive discipline policy Learning plans at KS4 that provide an alternative to a traditional curriculum model – e.g. college provision. Students with SEND are actively included in all extra-curricular activities. All trips/visits/residentials are inclusive, where possible and students with SEND are encouraged and supported to access/participate in these. All reasonable adjustments are made to accommodate all students regardless of their SEND.</p>
<p>As above plus: Bespoke timetables and individual plans based on the needs of the student. Students at the lower end of the range are mostly able to have their needs met and we can/ do meet the needs of some students with complex sensory and physical needs but we treat each on an individual basis.</p>	<p>SEND staff work closely with the Local authority SENSAP team and other agencies. Support includes; Educational Psychologists, STARS team, Speech and Language therapists and a range of specialist Healthcare teams (physiotherapy, Occupational therapy) NET centre which is staffed throughout the day to provide support in and out of lessons to students with SEND. Attendance at annual events which are linked to SEND – past events have included AQUA FEST Leeds, Paralympic Day, Durham. Alternative choices for end of Year rewards day to allow all students to participate. Equality and Diversity week during July to celebrate our diverse school community. The week-long celebration incorporates a range of activities to promote awareness and understanding.</p>

The Leeds Local Offer - <http://www.leeds.gov.uk/residents/Pages/What-is-the-Leeds-local-offer.aspx>

All Local authorities must publish a Local Offer that ensures families can access clear information about all services for those aged 0-25 with SEN and disabilities. The Local Offer explains what families are entitled to and can expect from services. It gathers feedback from people who use services and uses this to support service development.

The Leeds Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people. Users will be able to search headings that reflect the 'journey of the child' from birth to 25 years, such as early years, going to school or college and living independently.

If you would like advice and information about how to use the Leeds Local Offer please contact the Leeds SEND Information Advice Support Service (formerly Parent Partnership Service). The team can provide you with general information about services for SEN and disabilities and advise you. Leaflets and downloads can also be posted out to you. For expert advice on any of the services shown in the Leeds Local Offer please use the contact details that each specific website provides.

For further information call the **Helpline on 0113 3951200** or contact SEND Information and Advice support service (formerly Parent Partnership Service) via email to: sendiass@leeds.gov.uk

At Prince Henry's we will endeavour to support all SEND; however there are other factors which can affect progress and attainment which on their own do not constitute SEND when considered in isolation. These include:

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

A Graduated Approach to SEND Support

Prince Henry's will adopt a graduated response to meeting special educational needs.

The Referral Process

Assessment is a continuing process that can identify students who may have special educational needs. The school will measure children's progress by referring to:

- Evidence from teacher observation and assessment
- Their performance against the Minimum Expected Attainment (MEA)
- Their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- Standardised screening or assessment tools

When a student is identified as having special educational needs, the school will enter that student onto a 'phased' structure. Such intervention is a means of helping the school and parents to match special educational provision to individual student needs. The school will record the steps taken to meet the needs of individual students.

The phases are as follows –

Stage 1 (Amended teaching)

High quality teaching is the first step in responding to students who have or may have SEND. Teachers will engage in a continuous cycle of planning, teaching, assessment and evaluation that takes account of the abilities, aptitudes and interests of all students. The SEND Code of Practice states that additional intervention and support CANNOT compensate for a lack of good quality teaching.

Stage 2 (Formal differentiation/intervention in class)

Any student who does not make adequate progress once they have had all the intervention provided by good quality teaching will be moved to Stage 2. This does not mean they are put on the SEND Register. Class Teachers, Intervention Teaching Assistants and Faculty Leaders

will make regular assessments and informally gather information on the students, including student and parent views.

Teachers may have concerns that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will make a referral to the SENCO to consider what else might be done.

Stage 3 (as above with specialist input)

Where a student continues to make inadequate progress, the SENCO (working with class teachers) assesses whether there is a significant learning need. If so, then there is an agreement about SEN support – at this point they would be placed on the SEN register.

Stage 4 (as above with external input)

If the student does not make satisfactory progress despite intervention the SENCO will then work with outside agencies to support improved progress.

When school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly.

If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parent will be sought.

Such specialists may include

- Speech and Language Therapists
- Educational Psychologists
- The STARS team
- TaMHS (Targeted Mental Health in Schools)
- CAMHS (Child and Adolescent Mental Health Service)

Wave 5 (support specified in EHC plan)

Where a student has significant needs they may apply for an Education, Health and Care plan. This is for students aged up to 25 who need more support than is available through SEND support alone in school. This request should be made where, despite purposeful and relevant action to identify, assess and meet SEND through a graduated approach, the student has not made expected progress.

It is expected that there will be clear evidence of the action taken by the school as part of SEND support when a request for an EHC assessment is made.

A student having an EHC plan means that the school will work closely alongside other agencies providing education, health and social care support to help them make reasonable progress. It will detail extra support needed, effective strategies and relevant information to be used by classroom teachers to better support the student in a classroom setting. This plan will be reviewed regularly to ensure it remains appropriate, until the student reaches the age of 25.

The above process is a fluid one; students can progress both up and down this structure depending on their individual need. Prince Henry's will follow an "Assess, Plan, Do, Review" cycle in order to monitor the correct provision being made for each student.

At any point, the SENCO may deem it necessary to create a PCP (Pupil Centred Passport) for students identified as having SEND. This is a document that is created with input from staff, the student and their parents and is shared with all staff. It is designed to set out new strategies for supporting the student's progress with these strategies being implemented, at least in part, in the classroom setting. Delivery of the PCP will remain the responsibility of subject teachers. Please see the appendix for an example PCP.

EAL (English as an additional language)

Whilst EAL alone does not constitute a special educational need, the identification and assessment of the needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of language that is used there or arise from special educational needs.

Supporting Students and their Families

Prince Henry's will endeavour to support students and families by working alongside parents and carers and outside agencies in order to create a holistic and multi-actioned approach that will reinforce the positive impact of the overarching support mechanisms. Details are set out in the Prince Henry's Grammar School 'Local offer' which is available to view on the school website.

Support includes:

- Induction to Prince Henry's, including parent interviews, Year 6 Induction days, Year 6 Ambassadors programme, other specific arrangements required for individuals of greater need, such as extra meetings and visits as necessary.
- Joint meetings with parents and appropriate agencies, including annual review meetings.
- Progress Reports and consultation evenings
- Leeds' Local Offer <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>
- Outside agencies: CAMHS, TAMHS, Educational Psychologist, STARS, Dyslexia Action

Transition from class to class, across key stages and to another school will be monitored by the SEND team with necessary information being passed to the appropriate staff.

Exam Access

Students identified as requiring exam access or who have an existing EHC plan will receive the correct level of exam access testing and evaluation. This will be reviewed at each key stage and prior to external exams in order to secure the appropriate level of support required. Evidence of attainment and progress will be used to support the appeal, alongside any existing access arrangements.

Supporting students at school with medical conditions

Prince Henry's realise 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 students with medical conditions may be disabled and where this is the case we will comply with the duties set out under the Equality Act 2010.

Some students may also have SEND and may have a statement or EHC plan and the SEND Code of Practise will be followed.

Staff will be made aware of the individual medical needs of students through the PCP. In some cases individual risk assessments and healthcare plans will be implemented.

Staff receive training on specific medical needs, including annual epi-pen training and first aiders maintain an up to date qualification.

Medical supplies are kept in a clearly labelled, locked room, accessible by trained first aiders and the SEND team. Medical supplies, are regularly checked to ensure they are "in date", and parents and carers notified if not. It is the responsibility of parents and carers to supply the school with the appropriate supplies.

Monitoring and evaluation of send

At Prince Henrys a number of processes are used for monitoring and evaluating the quality of SEND provision. These include:

Focus through the whole school self-evaluation model – e.g. learning walks, year focus review and progress evaluations of cohorts.

Student, parent and staff feedback including surveys, individual discussions and open forum events including Parent and carer consultation (PCC) evenings

The governing body play an active role in the monitoring of SEND provision through the Full Board meetings.

Annual review meetings -All EHC plans are reviewed annually with input from students, parents/carers and all other outside agencies involved at that time.

Training and Resources

Training needs of staff are identified through various channels:

- Professional Development Review
- Whole School Improvement Plan
- SEND Improvement Plan

Specific SEND training is delivered to all staff, including training on specific medical needs, working with Autism, supporting students with dyslexia and a range of other areas

Induction for new staff includes delivery of SEND information on our structures and systems, and specific and individual student needs.

Training is delivered by internal and external agencies and includes our wider cluster primary schools. In order to keep abreast of local and national updates, the SENCo regularly attends network meetings organised by the Local authority.

The financial resources available for SEN provision consists of:

- All funds specifically allocated for students with an EHC plan
- All funds delegated to school through Funding for Inclusion

Storing and Managing Information

Prince Henry's adhere to the Retention Schedule guidelines set out by the Records Management Society, which is approved by Leeds City Council Children's Services.

Current information on students with SEND is stored on SIMS. Our school adopts a minimum access level policy and follows guidelines set out by the DfE and ICO in accordance with the Data Protection Act 1998.

All records relating to students with SEND are stored confidentially and securely on the school site for 35 years after the student leaves education, after which all documentation is confidentially destroyed.

Taken from Prince Henry's *Computing Facilities Guidance and Acceptable Use Policy, 2015*

Review of our SEND policy

The SEND policy is reviewed annually and updated where necessary to ensure it parallels local and national policy, taking into consideration the various and changing needs of individuals and social and technological developments.

Accessibility

Where possible and within the confines of the structure of the existing building, we will undertake our statutory responsibilities to provide a learning environment that is accessible to all. Where access is not possible, we will seek alternative provision that will still enable students to access the curriculum.

Please refer to our Disability Access Plan.

Bullying

It is understandable that parents and carers of particularly vulnerable students will be anxious about how successfully their child will fit into the school community.

Prince Henry's is an inclusive school with a zero tolerance policy on bullying and discrimination. Our aim is to instil this in our students and as a school, we work hard to promote a positive sense of community and ask students to challenge negative perceptions of diversity and acceptance. We do this as a whole school through PHSE and Enhanced Curriculum Days, addressing social and contemporary issues within society, sex education, teaching students about E-safety regarding cyber-bullying, social networking, and online access to explicit and harmful information. However, additional attention may be given to those students who require more support with these sensitive topics.

Vulnerable students may be assigned a member of staff to be their keyworker or paired with an older student to act as mentor to help with their transition to Prince Henry's, and parents and carers will be informed. Strategies to support more vulnerable students, including specific tuition or mentoring that is tailored to the individual's needs, may be arranged. These strategies are monitored by the SEND team.