



Tadcaster Grammar School
Toulston, North Yorkshire,
LS24 9NB

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed and amended in line with NYCC –September 2020

TADCASTER GRAMMAR SCHOOL

Special Educational Needs and Disability Policy

September 2020

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Teacher Standards 2012
- Safeguarding Policy
- Accessibility Plan
- Tadcaster Grammar School Exam Arrangements Policy 2020

This policy was created by the Assistant Headteacher, SENCo, Assistant SENCo in liaison and training with staff, governors and consultation with parents of students with SEND.

The school's Assistant Headteacher, Mrs Melanie Carroll is a qualified teacher of English and holds a post graduate qualification in 'Co-ordinating Provision for Students with Learning Difficulties'.

The school's SENCo, Ms Vikkie Ward, is a qualified teacher of Science and an experienced practitioner with specialist school setting experience.

The school's Assistant SENCo, Mrs Susan Campbell, with responsibility for Dyslexia provision, is a qualified teacher of Dyslexia.

The school's Student Development Centre Manager, Mrs Katy Baron, who is the school's Co-ordinator for Inclusive Education.

Tadcaster Grammar School SEND Policy

Contents

Section 1 – ‘A Culture of Excellence’

Section 2 – Aims and Objectives

Section 3 – Identifying Special Educational Needs

Section 4 – A Graduated Approach to SEN Support

Section 5 – Managing Students’ Needs on the SEN Register

Section 6 – Criteria for Exiting the SEN Register

Section 7 – Supporting Students and Families

Section 8 – Supporting Students at School with Medical Conditions

Section 9 – Monitoring and Evaluation of SEND

Section 10 – Training and Resources

Section 11 – Roles and Responsibilities

Section 12 - Storing and Managing Information

Section 13 – Reviewing the Policy

Section 14 – Accessibility

Section 15 – Dealing with Complaints

Section 16 – Bullying

Section 17 - Appendices

1. 'A CULTURE OF EXCELLENCE'

At the heart of Tadcaster Grammar School's 'Vision and Values' is a commitment to improve the lives of all students by helping them to become keen learners who aspire to achieve their best and are passionate about education, seeing learning as an exciting journey that they will continue throughout their life.

Tadcaster Grammar School is proud of its highly inclusive ethos and commitment to offer, with the compatible use of resources, an inclusive curriculum to ensure every student, irrespective of need, receives the best education and has high aspirations for their own future. Tadcaster Grammar School has been recognised for its 'total commitment to being a truly inclusive school' (Ofsted 2012) and for students with SEND, this is achieved through personalisation rather than normalisation; a relentless endeavour to challenge and remove barriers to learning whenever possible in a mainstream provision

We believe passionately in the limitless potential of all our students and we strive to ensure that every student is successful in achieving their own personal goals through appropriate support and intervention.

The well-being, personal development, progress and success of every child at Tadcaster Grammar School is of the greatest importance and this requires:

- A child centred approach – the students to be at the centre of initiatives to improve attainment and progression;
- An environment where staff can collaborate and develop professionally to improve the quality of provision;
- The open exchange of information and the sharing of expertise.

Values

The values of Tadcaster Grammar School are integral to supporting students with a SEND::

Students first	All of our decisions, whether strategic or operational, should put the needs of students first.
High expectations - no limitations	We do not prejudice potential by preconceptions about individuals or groups of students.
The right curriculum experience for each student	We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.
The best support for each student	Students are individuals with their own needs and requirements; our care and pastoral support systems should reflect this.

Expectations

Tadcaster Grammar School contributes to the North Yorkshire Local Offer (<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>).

The Local Offer is a statutory requirement on the LA to publish in one place a summary of all the educational, health and social services support available within the authority.

A copy of Tadcaster Grammar School's SEN Information Report in compliance with the SEND Code of Practice 2014 (6.79) is available on the school's website and this report will be updated annually at the start of a new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

“High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

CoP 1.24

2. AIMS AND OBJECTIVES

To ensure that any students with Special Educational Needs are assisted and supported in overcoming barriers so as to enable them to fully access the curriculum, suited to their needs and achieve their potential.

Objectives

- To identify and provide for students who have special educational needs (SEN) and recognised educational needs (REN);
- To work within the guidance provided in the SEND Code of Practice 0-25 (September 2014);
- To provide support and advice for all staff working with students with special educational needs and recognised educational needs.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEN

‘A 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. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.’ CoP 2014

Students identified as having a SEN fall into one of two categories:

i) SEN Support

- These students are identified as having substantial special educational needs that may be within one or more of four broad areas of need, and they require long term adjustments or interventions in addition to wave 1 quality first teaching in mainstream classes:
 - Cognition and learning
 - Communication and interaction
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a student in to a category. When reviewing a child’s needs, a holistic, ‘whole-child’ view is considered – not just their special educational needs.

ii) Statements / Education, Health and Care Plans (EHCPs)

- A minority of students will have an Education Health and Care Plan which sets out the need and the arrangements needed to support that student in school.

- Definition of REN

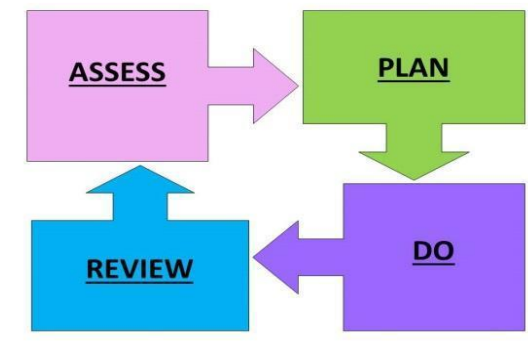
Students who have a recognised disability or learning difference but who do not require additional or different provision as their needs can be met through high quality teaching in the classroom and wave 1 quality first provision.

Identification of Need – Transition and Transfer

- Typically through routine transition data collections, visits to the feeder primary school, transitional review meetings (where appropriate), student induction days, information from involved support services and the Y6 parent's evening.
- For students transferring from out of catchment, mid-term or joining the school after Y7, information is requested from parents, student, external agencies (if applicable) and the previous school.
- For students identified during their educational career at Tadcaster Grammar School, base line data and any necessary additional testing is completed and gathered.

4. THE GRADUATED APPROACH TO SEN SUPPORT

The provision at Tadcaster Grammar School is based on the **graduated approach** cycle of :



The first step in responding to students who have or may have SEND is high quality-first teaching which is differentiated. Teachers are responsible and accountable for the progress and development of all students in their class. Where a concern is raised about a student in class the first step is for the subject teacher to assess the student's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher's response should follow the 'assess, plan, do, review' structure. The SENCo, Assistant SENCo and specialist teachers work with faculties and individuals teachers to support quality first teaching strategies.

Intervention and support cannot compensate for lack of good teaching. High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through a variety of means including: 'Floodlight' (Senior Leadership Meetings); faculty review meetings; learning walks (observing progress of students in class); book trawls (reviewing feedback and student progress); and other quality assurance measures.

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then timely short term interventions may take place through the pastoral system (the form tutor, Head of Year or Student Development Team) concerned departments/Learning Support Team.

If the problem remains unresolved after a range of appropriate support strategies have been tried, then the subject teacher, form tutor or Head of Year will seek the advice of the SENCo or other specialists within the Student Development or Learning Support Team who will work collaboratively with the teacher, the child and the family to identify if the child needs additional or different support.

5. MANAGING STUDENTS' NEEDS ON THE SEN REGISTER

The provision for students with SEN continues to be underpinned by the **graduated approach** cycle.

All students with SEN are allocated a **Lead Professional** from the Pastoral Team who work in conjunction with the form tutor to:

- Be main point of contact and main liaison for parents and families;

- Review student's academic progress and attendance regularly;
- Review student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;
- Monitor relevant student documents (Student Support Plans, Health Care Plans etc.);
- Attend relevant meetings;
- Liaise with or refer to outside agencies, as required;
- Share key information with other staff, pastoral updates and Stay-Safe lists, as required;
- Meet with student and parents, as required;

Information about students with SEN is recorded on BROMCOM, the SEN register and through personalised Student Support Plans.

The school uses funding to offer some of the following **internal support provision**:

- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response to concerns raised about a student.
- In-class support
- Small English and Maths Classes
- Literacy intervention (The Reading Intervention Programme, Units of Sounds, Indirect Dyslexia Learning Programme, Trugs, Write Away Together, Reading Leaders)
- Numeracy intervention (Catch- Up Maths, First Class @ Number, Success at Arithmetic)
- IT resources (laptops & chromebooks)
- Daily Homework Club
- Structured activities at break or lunchtime in the Student Development Centre
- Social Skills (SEAL – Social Emotional Aspects of Learning)/Nurture groups and CBT programmes
- Personal care
- Exam arrangements (in line with the Joint Council for Qualifications guidance).

Monitoring, Evaluation & Assessment

1. SEN Support

- All students placed on an academic intervention programme are tested before and after the programme in order to assess the progress they have made. Once a student has been reassessed the decision is taken as to whether more support is needed or not.

Somewhere - not sure where we need to note they we keep a record of all interventions that are applied to a student, and we do need then to decide where and how we record this in a useful central place.

- Whole school data collections provide an opportunity for SLT and governors to review progress of students with SEN in relation to their predicted target grades.

• Achievement, teaching & behaviour data is reviewed by Heads of Year and subject leaders at the end of every report cycle. This data is influential in determining what interventions may be needed to support underachieving students and those students identified as SEN.

Most needs in relation to SEND can be met within mainstream settings out of school's own resources

If a student identified as having special educational needs is making little or no progress through the 'assess, plan, do, review' approach which would be offering both quality teaching and targeted provision, school staff will seek external support. At this stage, external support services are required to help school develop interventions aimed at addressing continuing barriers to achievement.



External Support

The Learning Support Team and Pastoral Team work routinely with the Inclusive Education Service which offers specialist support staff who work together to provide advice and support to schools and settings to enable them to meet the needs of children and young people with SEND. Some specialist staff are centrally based and some are based in enhanced mainstream schools. The inclusive education service consists of specialists in the areas of:

- Early years SEND;
- Communication and interaction (autism and speech, language and communication needs);
- Cognition and learning (e.g. specific learning difficulties, dyslexia, dyscalculia);
- Sensory and physical (hearing impairment, visual impairment, physical and medical needs); and
- Social, emotional and mental health.

Educational Psychology has been a traded service since September 2016 and so incurs fees for work undertaken.

Monitoring, Evaluation & Assessment

2. Statutory Assessment

• If a student continues to make less than expected progress despite evidence-based support and interventions that are matched to the student's area of need, and the involvement of specialist services, the school may consider a referral for a statutory assessment of education, health and care needs. This

may lead to the issue of an Education, Health and Care (EHC) Plan which will set out needs and the provision required to meet those needs.

3. Statements / EHCPs

• An annual review of an EHC Plan is carried out close to the anniversary of the statement/EHC Plan issue date, (if it is a new statement or EHC Plan), or within 12 months of the previous review. Support arrangements are discussed with parents and the student to ensure resources are being used to maximum effect.

6. CRITERIA FOR EXITING THE SEN REGISTER

Following a review, it may be agreed that a student no longer needs to be included on the SEN register. This may be based on information from subject teachers and outside agencies that show that the student is making expected levels of progress and that their needs can be met through quality-first teaching. When this happens, the student's name will be removed from the SEN register. In most cases, a student would now be identified as having a recognised educational needs, which can be met through high quality teaching and 'reasonable adjustments'. Parents will be informed and the student will continue to be monitored by the process of assess-plan-do-review.

7. SUPPORTING STUDENTS AND FAMILIES

Further information and advice on meeting SEND in schools is available from the government through the SEND Code of Practice 0-25 (September 2014)

Close home-school liaison is key to an effective partnership and mutual support. Home/School Links include:

- Parents' evenings
- Induction evening
- Parent workshops
- SEND Support Plan Review Meetings
- Annual reviews
- Individual arrangements where appropriate and depending on need
- Letters, phone calls and use of the planner are on-going, parents are encouraged to contact the school

If parents or carers have any concerns; usually the first point of contact is the form tutor or Lead Professional.

8. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Tadcaster Grammar School recognises that students at the 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 the school will comply with its duties under the Equality Act 2010.

Students with medical conditions are supported by the schools' Health and Curriculum Support Manager and staff who have First Aid qualifications. There is an asthma policy in place which can also

be found on the website. The School Health and Curriculum Support Manager monitors the medication, Epipens and inhalers which are kept on site. The School Health and Curriculum Support Manager liaises with parents if and when medication, Epipens and inhalers need to be replaced. Staff are given advice and strategies on how best to support any pupils with medical conditions and receive annual training on how to deal with allergies.

9. MONITORING AND EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures.

The SENCO liaises with the SEND Governor to give an update on SEND issues. Reviews are also conducted for those pupils on the SEND register with the Lead Professional and or the SENCo. All parents are invited to speak with the SENCo, Assistant SENCo or Learning Support Consultant at Parents' Evenings as another opportunity to talk about the SEN provision for their child.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

10. TRAINING AND RESOURCES

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all students, training for staff is identified and planned through the school's Continuous Professional Development Programme and through the school's self-evaluation process.

New staff undertake induction on taking up a post at Tadcaster Grammar School and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.

During the initial training days at the start of the academic year the SENCo gives a presentation to all staff about SEND provision. This presentation includes information about students on the SEND register. The School Health and Curriculum Support Manager briefs staff on those with medical conditions. The SENCo gives strategies on how to best support these students and also links to find further information.

The school's SENCo regularly attends the North Yorkshire Local Authority's SENCo Network meetings in order to keep up to date with local and national updates in SEND.

We also run parent workshops where the focus is on home / school collaboration to maximise the impact of many interventions being delivered in school.

11. ROLES AND RESPONSIBILITIES

Every teacher is a teacher of every child or young person including those with SEN.

Name	Role	Contact Details
Vikie Ward	SENCo	v.ward@tgs.starmat.uk
Sue Campbell	Assistant SENCo	s.campbell@tgs.starmat.uk
Melanie Carroll	Assistant Headteacher: Personal Development	m.carroll@tgs.starmat.uk
Cayte Mulhern	Deputy Headteacher: Care and Guidance Safeguarding	c.mulhern@tgs.starmat.uk
Jon Bliss	Vulnerable Learners Governor	j.bliss@tgs.starmat.uk
Georgina Wright	Vulnerable Learners Governor	g.wright@tgs.starmat.uk

Key Responsibilities of the SENCo and Assistant SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Being a key point of contact with external agencies, especially the LA and its support services
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- Liaising with a range of professionals
- Ensuring the school keeps the records of all students up to date.
- Monitor, review and evaluate policy

Key Responsibilities of the Head of House include:

- ensure appropriate planning for the implementation of schemes of work,
- monitor the implementation of the SEND policy,
- ensure discussion of SEND students at departmental/Year meetings,
- liaise with the SENCO in relation to parent concerns.

Key Responsibilities of the Subject Leader

- differentiate activities for students where possible,
- raise initial concerns at departmental/faculty meetings,
- monitor individual progress and set appropriate student targets
- meet with parents and other agencies when appropriate.

Key Responsibilities of the Governing Body

- report annually on the policy,
- ensure the policy is stated in the prospectus and school handbook,
- do their best to ensure that SEND provision is made as appropriate;
- nominate a Governor responsible for Special Educational Needs.

12. STORING AND MANAGING INFORMATION

The school complies with statutory requirements regarding storing and managing information and Data protection.

13. REVIEWING THE POLICY

The SEND Policy and SEN Information Report are reviewed annually and more frequently if legislation, guidance or practice changes.

14. ACCESSIBILITY

The school complies with statutory requirements. Please see Accessibility Plan for further information.

15. DEALING WITH COMPLAINTS

The Governing Body will make the following arrangements for the treatment of complaints from parents of students with SEN concerning the provision made by the school:

- In the first place, complaints should be directed to the SENCo or Lead Professional.
- If the complaint is not resolved to the satisfaction of the parent or SENCo/Lead Professional it will be directed to the Headmaster.
- If the complaint is not resolved it may be necessary - and parents have the right to ask for - an examination of the complaint by the Governing Body.
- If the complaint is not resolved, parents may ask for it to be investigated by the Local Authority.

16. BULLYING

At Tadcaster Grammar School, all forms of bullying are unacceptable and will not be tolerated. Every student has the right to be safe and happy in school, and to be protected when feeling vulnerable.

For more information please see the Anti-Bullying policy.