

## POLICY STATEMENT

<b>Number</b> 31	<b>Date Approved by Board of Governors</b> July 2019
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### SPECIAL EDUCATIONAL NEEDS & DISABILITY

#### **Introduction**

It is the aim of the Governors and Staff of Lancaster Royal Grammar School to offer a broad and balanced education to **all** pupils, including those with Special Educational Needs and Disability (SEND).

The Code of Practice (2014) states that a child or young person has SEND 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.

The 2001 SEN and Disability Act (SENDA) states that pupils with SEND **must** be educated within mainstream schools where parents prefer this and where the provision of education for other pupils is not significantly affected. The School will follow the instructions as laid out in the SENDA Code of Practice. The new Code of Practice implemented from September 2014 includes guidance relating to disabled children and young people as well as those with SEND. The school follows the statutory advice from the department for Education on Supporting Pupils at School with medical conditions (2014) and Reasonable adjustments for Disabled Pupils (2012)

Pupils with an Education Health and Care Plan will be admitted to LRGS in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Acts requirements. Contact will always be established and maintained with the Local Education Authority in all individual cases over these matters.

#### **Roles and Responsibilities**

The Special Educational Needs Coordinator (SENCO) is responsible for planning, overseeing and monitoring the implementation of the Governors' SEN policy. A Governor, is nominated to liaise with the SENCO and / or the appropriate Deputy Head (Pastoral Care or Academic). It is the responsibility of all teaching staff to be aware of those pupils in their class who are on the SEN register and the special needs they might have. The learning support department is responsible for producing up to date Pupil Passports and class teachers are responsible for knowing the contents of these. They must provide access to the curriculum within their subject area by the provision of appropriate or differentiated work. Class teachers will work with the SEN team. They must also report any concerns to the SENCO.

## **Objectives**

The aims of the policy are:

- 1) To identify pupils with SEN as early as possible and to use appropriate teaching methods to allow these pupils to make as much progress as possible.
- 2) To identify pupils of all abilities who are underachieving and to act on this.
- 3) To support pupils to make the best progress of which they are capable.
- 4) To maintain appropriate records and to monitor pupil progress.
- 5) To provide full access to the National Curriculum where possible.
- 6) To develop partnership with parents in the education of their son.
- 7) To continue to develop a whole school approach in meeting the needs of pupils.

## **Identification, Assessment and Review of pupils with Learning & Behavioural difficulties**

Some boys will find the work taxing and struggle or develop worrying traits of behaviour. At this stage they will not be registered as SEN. However, Heads of Year will monitor this and liaise with Learning Support as needed.

Early identification is essential. The SENCO will work with all staff to ensure pupils who may need different support to that normally found in the classroom, are identified as early as possible.

School staff will liaise with feeder primary schools during the summer term to identify pupils who currently have SEN support, an Education Health Care Plan or a statement of special educational needs.

On entry all pupils are screened. In the first year we use Cognitive Abilities Tests, reading assessment from the Accelerated Reading and all boys also do a spelling screening assessment. The Learning Support department working with the English Department and the Head of Year use these to identify boys who may have a specific learning difficulty. We liaise closely with the mentoring co-ordinator, school nurse and subject teachers to devise appropriate strategies. Further testing will be arranged for any pupil identified with difficulties.

All staff are instructed to monitor and record progress of all pupils using the grade system. The examination periods also help to identify pupils with difficulties.

The school will take into account the view of parents when assessing and meeting the needs of pupils with SEN.

The early identification of specific problems is essential to the provision of a relevant and accessible education. Appropriate strategies will be identified to help these pupils such as:

- 1) Monitoring of progress by Form Tutor
- 2) Referral to Head of Year
- 3) Referral to the Learning Support Department.

Progress made by the pupils will be monitored by the Deputy Head: Academic using the school's grade system and internal examination results.

If these measures are not working or we receive information from external assessment and it is felt that the pupil requires more support, they will be referred to the SENCO, who will work with the Head of Year, parents and suitable others. The pupil would be placed on the SEN register and a Pupil

Passport would be written to follow the pupil's progress and give appropriate strategies to staff. Appropriate exam access arrangements will be made. A key worker will be allocated for each year group to support any pupil who requires significant levels of support. This is a member of the Learning Support Department who will liaise with parents and staff as necessary. Appropriate support or intervention strategies will be implemented.

Parents will have the opportunity to meet with the Head of Learning Support (SENCO) and their key worker when appropriate, to review their child's progress. In the Autumn and Summer terms, the Head of Learning Support will be available to make appointments for individual review meetings. The Head of Learning Support will also be available at parents' evenings for further discussions with or without an appointment.

The Pupil Passport will be discussed (electronically or in person) with the parents and pupil, and their comments will be kept on file. The Passport will be up dated regularly, but will show previous interventions to work as a record of the Pupil's Journey.

A separate file will be kept for pupils in this stage. A provision map may be produced to indicate where support is being provided.

Assessments for exam concessions for learning difficulties may be carried out by an appropriately qualified person. Pupils with medical needs including dyspraxia and hypermobility will need evidence from a qualified medical practitioner. Pupils on the Autistic Spectrum will either need medical evidence or assessment by an Educational Psychologist.

As laid out in the Code of Practice, if the above procedures are not working the school may decide to involve outside agencies. For example, recommendation may be sent to suggest further medical referral, or an Educational Psychologist's (EP) advice or assessment may be sought. Where consideration is for an Education Health Care Plan, advices will be asked from appropriate sources. External advice may be sought and included in the pupil's support programme.

If the pupil's needs are such that the LEA believes that additional top-up resourcing is required to fully support their needs, then an Education Health Care Plan is issued outlining the provisions to be made. Pupils with an Education Health Care Plan or a statement will have their needs met, as laid out in the Code of Practice.

### **Partnership with Parents**

Parents will be kept fully informed where their child has special education needs. They will be encouraged to attend meetings, support the development of individual approaches with their child and provide help at home wherever possible. Parents are always welcome to discuss any matter relating to their child's progress. Parents may make requests for assessment for specific learning needs to the SENCO.

Assessments will be carried out at any time by an appropriate specialist but detailed assessments for external exam concessions will only be done from Year 9 onwards.

### **Physical and Medical Needs**

The School's geography and buildings make it difficult to accommodate pupils with severe physical difficulties. Building adaptation would be required to allow full access to pupils with physical difficulties. The school has made provision and welcomes all such pupils by using already adapted

classrooms and limiting movement around the site. The school's accessibility plan is available on request.

The management of all medical conditions such as asthma, diabetes and epilepsy are eased by the presence of qualified staff in the school's Medical Centre. All staff are made aware of these conditions by means of regularly updated notices and are instructed as to the action to be taken in an emergency. Care Plans will be produced and distributed to staff for those pupils with particular medical needs. The Learning Support Department work closely with the Medical Centre to help with any educational needs.

Pupils with sensory impairments (such as hearing or visual) will require appropriate support from staff to ensure their needs are being met. Principles and procedures will be drawn up as agreed by the Health Authority, parents and pupil. All health and safety issues will be addressed, with particular emphasis on laboratories and the use of roads. Progress will be carefully monitored.

### **Dual Exceptionality**

It is recognised that many of our pupils have dual exceptionality, in other words are very able but have specific special learning difficulties. They will be supported using their strengths to help develop strategies to cope with any difficulties.

### **Exceptionally Able Pupils**

Staff are experienced in identifying very able pupils and addressing their specific needs by use of the following strategies:

- 1) Provision of extension and enrichment material
- 2) Entry to national and international competitions
- 3) Open ended work recognised by displays, publications
- 4) Opportunities for performance at the highest level, for example in sport, music, drama, clubs and societies
- 5) Encouragement of achievement and high expectations
- 6) Visits (theatre, lectures) and contacts with Higher Education

In specific cases after appropriate discussion with parents, staff and pupil, a programme of accelerated work may be recommended.

### **School Offer**

The school has written a school offer for SEND which can be found on the school's website.

### **Funding**

External top-up funding received for pupils will be directed to the individual pupils involved. The Governors will ensure that appropriate funds will be made available for the successful application of this policy.

### **Evaluation**

The Special Educational Needs & Disability Policy will be reviewed at the end of each academic year to take into account any changes to the Code of Practice.

If any parent has any concerns regarding the education of their child with Special Educational Needs they should contact the school immediately.

### **Complaints Procedure**

If there are any concerns regarding the support offered by the school or any other issues relating to the policy you should in the first instance write to the SENCO, who will deal promptly with any problems that are raised.

If the matter is not dealt with satisfactorily then contact should be made with either the appropriate Deputy Head: Pastoral Care or Academic or the Headmaster. If parents, at this point do not agree with the school's decision, they have the right to appeal to the Chair of Governors via the Clerk to the Governors.