

# SEN policy and information report

## Colyton Grammar School



**Approved by:** Ian Griffin (Chair of Trustees)

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### 1. Philosophy and Aims

#### Philosophy

Our School motto is 'Expectation, Excellence and Enjoyment'. Surrounding this is the philosophy that Colyton Grammar School values the abilities and achievements of all its students and are committed to providing, for each student, the best possible environment for learning. Although CGS is a selective school there are still a number of students who require support to achieve their full potential, be happy, confident and ready for life beyond Colyton Grammar School.

The SEN Department operates in accordance with the following principles:

- All Teachers at Colyton Grammar School are teachers of students with SEND
- All students can achieve their best
- All students have the right to a broad and balanced curriculum
- All students should be able to share in all aspects of the life of the school
- The SEN department, students and parents should work in partnership
- Students should be supported to become confident individuals, living fulfilling lives so they can make a successful transition to adulthood

#### Our SEN policy and information report aims to:

- Ensure that all students have access to a broad and balanced curriculum
- To fully integrate students with SEND into the life of the school, providing additional support as needed to achieve this
- To ensure that the provision for students with SEND should match the nature of their needs within the allocated budget
- To record and monitor the outcome of the provision provided for students with SEND
- To consult and work in partnership with students with SEND and their parents and wherever practicable involve them in decisions affecting their SEND provision.
- To consult and work with outside agencies whenever necessary.

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of practice (2014) guidelines and school job descriptions.

### 4.1 The SENCO

SEN Co-ordinator: Vanessa Porter

Email: [vporter@colytongrammar.com](mailto:vporter@colytongrammar.com)

Phone: 01297 552327

- Work in partnership with the Headteacher and SEN Trustee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the day to day operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

- Liaise with parents and carers of students with SEN
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the Headteacher and Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Drawing up, reviewing and monitoring Student Information Documents (SID) and Individual Education Plans (IEP) for those with SEND as required
- Ensure the school keeps the records of all pupils with SEN up to date

## **4.2 The SEN Trustee**

### **SEN Trustee: Jackie Spurrier**

The SEN governor will:

- Help to raise awareness of SEN issues at Trustee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Board of Trustees on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN Trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **4.4 Class teachers**

### **'All teachers are teachers of special needs'**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes into account the range of abilities aptitudes and interests of students in their class
- To regularly keep up to date with the SEND information on SIMS to inform their planning, teaching, assessing and evaluating
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Read the Staff SEND handbook and ensure that they are fully aware of the school's procedures for SEND
- Use the referral process outlined in the Handbook to raise individual concerns to the SENCO
- Ensure that the access arrangements of students are applied in internal assessments and provide evidence to support the 'picture of need'
- Ensure they liaise with the SEN department to make suitable arrangements for students with SEND on school trips
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs (Moderate/severe/profound and multiple learning difficulties) including:

- Communication and interaction, for example, autistic spectrum condition (ASC), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, processing difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder, anxiety, OCD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy, Tourette's, ME (chronic fatigue syndrome), Hypermobility

### **5.2 Identifying pupils with SEN and assessing their needs**

A student may be identified as having a special education need at any stage during their education. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This may be a short term targeted intervention, or it may require long term continued support.

We will assess each pupil's current skills and levels of attainment on entry to Yr 7, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Progress is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

- Persistent emotional and/or behavioural difficulties that have not been managed by appropriate strategies which are usually employed
- Sensory or physical impairments that result in little or no progress despite the provision of appropriate aids or equipment.

Identification of a child's special educational need may also come from a variety of sources including:

- Feeder schools
- Parents
- Cognitive ability tests and screening
- Educational Psychologists

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. The following are NOT SEN but may impact on progress and attainment:

- Disability (the Code of practice outlines the 'reasonable adjustment' duty of all settings and schools provided under the current Disability Equality Legislation – these alone do not constitute SEN, although students with a disability may also have SEN).
- Persistent disruptive behaviour when there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of a pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman

### **5.3 Communication with and consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions are recorded and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and placed on the SEND register.

Parents evenings occur annually for each student and are a chance for the subject teacher, parent and student to sit down and discuss performance.

Students with an EHC plan will have an annual review meeting. The student, parents/carers, Key worker, pastoral support teachers, subject teachers and external agencies will be invited to contribute and attend.

Parents of students on the special educational needs register will be invited in for a review termly, to discuss what is working, what is not working and their thoughts and suggestions on targets and future provision. Copies of all parent reviews and actions are sent home.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- Teaching staff enter data on individual students following assessments. Parents can access this information via the SIMS Learning Gateway.
- Subject departments monitor and discuss student progress at termly tracking meetings and interventions such as subject action plans are put in place if necessary. Projected Progress 8 data is looked at to gauge progress.
- 4Matrix data allows monitoring of students in their exam year.

Subject teachers and Pastoral Year Heads will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The data on previous progress and attainment outlined above in comparison to their peers and national data
- The behaviour and or social and emotional development of the individual in comparison to their peers.
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs (via SIMs), the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

##### **Transition to Colyton Grammar School**

Before a student starts in year 7:

- Information is gathered from parents and feeder primary school. This included medical records, specialist reports, intervention notes and progress data.
- Students are visited at their primary school towards the end of year 6. The aim of the meeting is to provide the students with information about the school, allow them to ask questions and generally reduce any anxiety about the transition. The visiting teacher will also liaise with the student's class teacher and establish what support is being offered and what specific needs the student has
- If the student has an EHCP or is on the SEND register the SENCO will liaise with the primary school, parents and relevant external agencies to ensure that appropriate provision is in place before the student starts school in September

- All Yr 6 students attend a familiarisation day and when appropriate those with SEND may have extra familiarisation days organized to enable them to meet key staff, take photos for visual timetables etc.

Similarly, students entering at post-16 with SEND will be invited in with their parents to discuss specific needs and information from the previous setting gathered.

Due to COVID social distancing restrictions it may not be possible to offer face to face meetings, however enhanced transition is still in place. In this instance, liaison with the feeder schools and families will still go ahead via TEAMS meetings.

### Transition from Colyton Grammar School

All students receive careers education to help them plan for the future. This includes two work experience placements, one in Year 11 and in Year 12. Students with SEND will be supported with this by the SEND team. Students will have the chance to meet with our Careers South West advisor to discuss their next steps in education.

Students with an Educational, Health and Care Plan (EHCP) have an additional one-to-one meeting with the Careers South West Advisor to discuss transition in relation to the specific needs of the student and how these can be met in the future. Transition advice will also be given at the Annual review.

Once an application for further/higher education has been made, Universities/Colleges may contact the school to discuss the student needs and the interventions and support that is currently in place in school.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Colyton Grammar School we follow a graduated approach to Teaching students with SEND.

Provision Wave 1 - High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers will be supported in their planning using the strategies outlined in the Staff handbook, SID, IEPs and staff training.

Provision Wave 2 – This is initiated by the SENCO when the students fail to make adequate progress (academically, socially or emotionally) through the identification and assessment arrangements.

Criteria for Wave 2 include:

- Consistent underperformance following quality first teaching
- Teacher observations
- Feeder school information
- Referral from staff/ parents

Short term and long-term Interventions aimed to overcome barriers to may include:

- Attending 1:1 support with SEN Intervention and Support Officer - support includes mentoring, social skills, emotional regulation, processing difficulties.
- Attending 1:1 support for Dyslexia.
- Attending 1:1 support for handwriting skills
- Temporary 1:1 support in lesson to help build strategies.
- Attending small group support sessions within the Wellbeing Centre e.g. social skills

### Provision Wave 3

Where students fail to make adequate progress despite additional provision at Wave 2, the school will seek advice and involvement from additional support services for them to:

- Provide specialist services
- Give further advice on teaching strategies or materials
- Provide short-term support or training for staff.
- 1:1 support may be given in lessons

Students at Wave 3 and those with long term support in Wave 2 will be regarded as SEN and included in data collection.

### **5.7 Adaptations to the curriculum and learning environment**

Please see the accessibility Policy link

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning external agencies**

We work with the following agencies to provide support for pupils with SEN:

- Babcock – Educational Psychologist
- CAMHS – Child Adolescent Mental Health Services
- Multi-agency Safeguarding Hub (MASH)
- Devon 0-25 team - Provision and review of EHCP
- Integrated Therapy Services, including Occupational Therapy
- Specialist IT Advisory Team – Devon
- Visual Impairment and Hearing Impairment (VI) and (HI)
- Educational Welfare Officer (EWO)
- DIAS
- Careers South west

### **5.9 Expertise and training of staff**

SENCO has completed the National Award for SEN Coordination with the Universities of Plymouth and Exeter.

They are allocated 5.00 hours a week to manage SEN provision.

Ms Taylor, the SEND support officer has been trained to deliver interventions in SEN & ASD, self-regulation & co-regulation; selective mutism; supporting students who

underachieve due to financial circumstances; social stories; attachment based mentoring; specific additional needs i.e. hearing impairment and processing disorder.

Mrs Rawlings is currently undertaking a postgraduate course in Dyslexia Support and Assessment

Miss Lockwood – Qualified Access Arrangement Assessor

Staff receive INSET training regarding Quality First Teaching.

### **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term in review meeting with student and parents
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We feel that every student has the right to be part of all possible aspects of school life and be an active member of the wider community. All our extra-curricular activities and school visits are available to all our pupils. Colyton Grammar runs a diverse array of additional activities ranging from Duke of Edinburgh Award and Student Forum to STEM Club. We are fully compliant with the Equality Act 2010. Prior to any specialist or external trips, a full risk assessment will be carried out and if necessary, a formal risk meeting will be held between the school and parents. Support is given by the SEN department as necessary to facilitate this and students with SEND are actively encouraged to participate.

### **5.13 Support for improving emotional and social development**

**Please refer to the Mental Health Strategy outlined in Safeguarding and Wellbeing on the CGS website.**

Form Tutors look after the needs of the students and provide initial pastoral support if it is required. Students are encouraged to be part of the school forum. Tutor time, Time to Talk, and the PSHE program encourages teamwork, understanding of other and social skills. The Year Head will coordinate further pastoral support and intervention if needed.

Intervention includes:

- Peer mentoring
- School nurse
- School counsellor
- Referral to SENCO for provision and intervention
- Liaison with external agencies

We have a zero tolerance approach to bullying.

### **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 The local authority local offer**

This gives children and young people with special educational needs or disabilities and their family's information about what support services the local authority think will be available in their local area.

**Information about the support and services offered by Devon County Council can be found at <http://new.devon.gov.uk/send/>**

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Vanessa Porter **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions