

# Fort Pitt Grammar School



## *SEN Policy*

*Agreed by the Local Governing Body: January 2017 (updated January 2018)  
Next Review Date: January 2019*

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

- Schools Admissions Code, DfE (February 2012)
- Equality Act 2010: advice for schools DfE (February 2013)
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (2014), Part 3, Children and Young People in England with Special Educational Needs or Disabilities
- SEND Code of Practice 0 – 25 (January 2015)

This policy is available to be shared with all staff and parents of students with SEN which reflects the SEN Code of Practice 0 – 25 guidance.

At Fort Pitt Grammar School we aim to offer excellence and choice to all our students, whatever their ability or needs, through the removal of barriers to learning and participation. We have high expectations of all our students and want them to feel that they are a valued part of our community.

This policy identifies current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEN Code of Practice. The recent proposed changes to SEN in the government's Green Paper will have an impact on practice and interventions and could result in a need for a revision in the school's SEN Policy.

The Local Governing Body of Fort Pitt Grammar School seeks to respond to the educational needs of every individual student throughout her/his time at the school. Special Educational Needs (SEN) applies to those students who have a significantly greater difficulty in learning than the majority of students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and physical or sensory needs and medical, health or emotional problems.

SENCO: Miss K Nelson (Assistant Head Pastoral), assisted by Mrs K Camp (AEN Manager)

## **SECTION 1**

### **Aims**

The aims of this policy are:-

1. to provide all students, of whatever ability, with access to the whole curriculum, thus supporting the philosophy of inclusion
2. to support all students with an identified special educational need to enable them to achieve their full potential, making reasonable adjustments, so that no student is put at a substantial disadvantage
3. to promote within the staff a corporate sense of responsibility for the special educational needs of all students.

### **Objectives**

The objectives of this policy are:-

1. to identify and distinguish between the various forms of Special Educational Needs experienced by our students
2. to provide detailed information for all staff on each student's individual needs
3. to be a point of reference for subject areas to enable them to develop their own teaching strategies
4. to keep parents informed of the needs and provision for their children

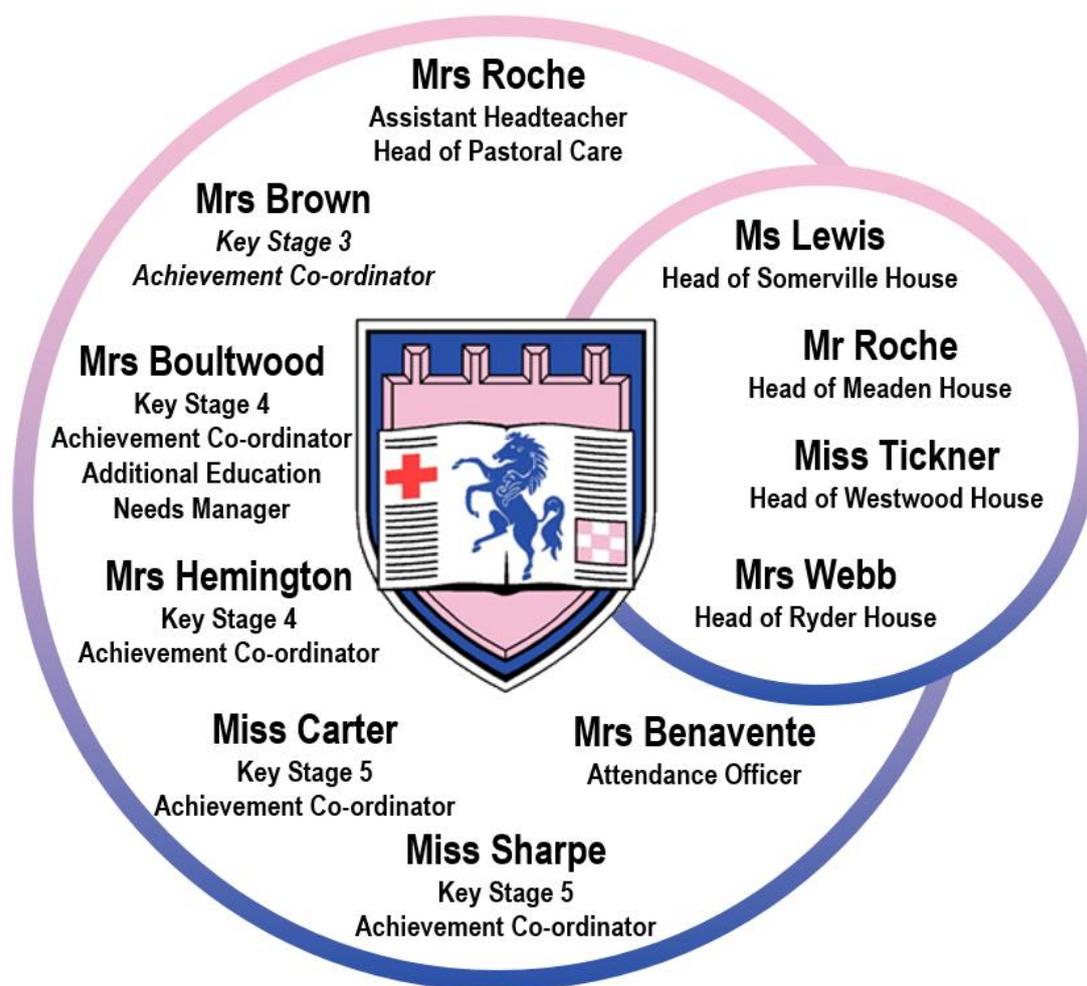
5. to keep students informed of provision put in place for them
6. to use external agencies effectively

## SECTION 2

At Fort Pitt Grammar School the SENCO works closely with the pastoral team in PACE. The school has a House system with students being placed into one of four Houses. Each house has a Head of House who has the responsibility for the pastoral care of the students in their House, and they are supported by non-teachers in PACE (the Pastoral Achievement Centre for Excellence). This enables us to offer support before school and after school and to work with students and their parents and carers to ensure that their pastoral and SEN needs are fully met.

The member of the Local Governing Body with responsibility for Special Needs is Mrs H Klimkowicz.

### Meet the Team




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Staff training in relation to SEND is reviewed regularly and sessions are organised relating to the most current area of need. Staff at Fort Pitt are particularly experienced and knowledgeable in their identification and support of students with a diagnosis of dyslexia, pupils on the autistic spectrum and pupils with emotional needs.

Members of the PACE Team and senior staff have attended training in the following areas:

- Early Help
- Self-Harm
- Drug, Alcohol and Substance abuse
- Lead Professionals Training

They also attend SEND and Inclusion and Forum meetings which focus on providing the best support for students with a specific range of SEND and SEMH needs.

All staff have attended training as follows:

- Child Protection
- Supporting Dyslexia in a Grammar School
- Supporting Autism in a Grammar School

### **SECTION 3**

#### **Identifying Special Educational Needs:**

There are four Broad Areas of Need (SEN Code of Practice, 2014) for which the school is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs

The purpose of the identification of a SEN is to establish what action the school needs to take to best support an individual student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student which include not just the special educational needs of the student.

The school is clear that only those students who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are not SEN 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 or 16-19 Bursary
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly as the school knows the student well and can respond to their needs.

All teachers are responsible and accountable for the progress and development of every student in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. All departments have mapped the support that they can provide for the four broad areas of SEN.

## **SECTION 4**

**The arrangements which have been made for co-ordinating the provision of education to students with Special Educational Needs:**

### **The Role of the SENCO**

The SENCO plays a crucial role in the SEN provision of the school. The SENCO works in collaboration with the Headteacher and the Local Governing Body to determine the strategic development of the SEN policy. Other responsibilities include:

- Overseeing the operation of the SEN policy
- Informing parents of the fact that SEN provision has been made for their child
- Coordinating the provision for students with SEN
- Liaising and giving advice to fellow teachers
- Overseeing records of students with SEN
- Liaising with parents of students with SEN
- Liaising with external agencies, LA support services
- Organising the Screening and further appropriate testing for access arrangements for GCSE, GCE and other external exams

### **The Role of the Local Governing Body**

The LGB has an important responsibility in regard to students with SEN. These include:

- Ensuring that the provision for SEN students is made and this is of a high standard
- Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a student with an Education Health Care Plan (EHCP)
- Ensuring that SEN students are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEN students
- Being fully involved in developing and subsequently reviewing the SEN policy

### **The Role of the Headteacher**

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEN provision
- Keeping the Local Governing Body well informed about SEN within the school
- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in an individual's education.

### **The Role of the Subject Teacher**

“All teachers are teachers of students with special educational needs.” The SEN Code of Practice (2014) clearly acknowledges the importance allocated to the classroom teacher with regards to SEN. “Quality First Teaching” is an essential element of addressing and supporting students with SEN in their classes. The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEN students
- Collaborating with the SENCO to decide what action is required to assist the SEN student to progress
- Working with the SENCO to collect all available information on the SEN student
- Working with SEN students on a daily basis
- Developing constructive relationships with parents

All departments have completed provision maps that identify the support that they can provide for the four broad areas of SEN.

## **SECTION 5**

### **Identification, Assessment and Provision.**

At Fort Pitt Grammar School, students who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the curriculum and equal entitlement to all aspects of the school. Teaching staff receive regular updates and CPD about SEND, including, for example, whole school inset on Dyslexia and ASD. Outside agencies are invited into see specific teachers to provide specialist advice as required.

All staff are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is seen as the process by which students with SEN can be identified; whether or not a student is making progress is seen as a crucial factor in considering the need for SEN provision.

Early identification of students with SEN is considered a priority. To aid identification, staff are encouraged to raise concerns with the SENCO. To further assist with the identification of SEN, the school will ascertain student progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Reference to performance in assessments judged against level descriptions.
- Standardised screening /assessment tools e.g.: Key Stage 2 test results.
- Information from the primary school used to shape the student's curriculum and pastoral provision in the first few months at secondary school
- Identify/focus on the student's skills and note areas that require early support
- Make sure that on-going observations/assessments provide regular feedback on achievements/experiences
- Involve students in planning/agreeing their targets
- Involve parents in a joint learning approach for home/school

The main methods of provision provided for individuals by the school are:

- Full time education in classes with additional help and support being provided by subject teachers through a differentiated curriculum

### **Monitoring Student Progress**

In circumstances where teachers decide that a student's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and subject teacher will firstly initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the course of action is to provide support through *SEN Provision*.

The process by which the school will identify and manage students with SEN status is outlined below:

- **Assess**
- **Plan**
- **Do**
- **Review**

The principles of **Assess, Plan, Do and Review** have been identified within the new Code of Practice and will continue to be essential components in how Fort Pitt Grammar School identifies how students with SEN are responding to the interventions, support and strategies used to assist them in school.

Whether or not "adequate progress" has been made is the crucial factor in determining need to provide additional support through SEN Support.

"Adequate progress" is defined as that which:

- Narrows the attainment gap between the student and her peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the student's behaviour

Where concerns remain, despite sustained intervention, the School will raise the student at the "In School Review" and in exceptional circumstances consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Policy. The School also recognises that parents have a right to request a Statutory Assessment.

It is our intention to inform parents in writing of any changes to the SEN stage at which their child has been identified. Parents will be invited to discuss the issues with the SENCO if they wish.

### **Criteria for exiting the SEN register**

- If students with SEN status no longer require additional support to make the progress that the school expects of them, they will be reviewed to determine whether they can come off the SEN register.

- The decision to remove a student from the SEN register will be a joint one with the School and parents and students concerned. It may be necessary to discuss some students with the School Educational Psychologist before taking a student from the register.

### **Record Keeping**

The school will record the steps taken to meet a student's individual needs, the SENCO maintaining the records and ensuring access when required. In addition to the usual school records, the SEN student's profile may include:

- Information from the primary school.
- Information from parents.
- School information on progress and behaviour.
- The individual's own perceptions of difficulties
- Information from health/social services/other agencies, e.g.: CAMHS
- A provision map to show what interventions are in place

All confidential information regarding SEN will be kept in locked filing cabinets.

## **SECTION 6**

### **Request for Statutory Assessment**

The school will make a request for a statutory assessment to the LA when, despite an individualised programme over a period of time, the student remains a significant cause for concern. Requests for statutory assessments may also be made by the parent or by referral by an outside agency. In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respects to *SEN Support*
- Records and outcomes of regular In School Reviews (At least 2 ISRs)
- Information on the student's health and relevant medical history
- N.C. or assessment levels
- Literacy/numeracy attainment
- The views of both parents and the student
- Other relevant assessments from specialists e.g. support teachers/educational psychologists
- Social services/educational welfare service reports
- Any other involvement by professionals

An Education Health and Care Plan (EHCP) (the document and category that has now replaced the Statement of SEN) will normally be provided in situations where, after a statutory assessment, the LA considers that the child/young person's needs are such that additional provision is required to that which the school is able to offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

The EHCP will include details of learning objectives set for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the EHCP
- Of shorter term
- Established through parental/student discussion
- Implemented in the classroom

- Delivered by the subject teacher with appropriate additional support where specified.

### **Annual Review of EHCPs**

The school will review each EHCP annually and the SENCO will invite:

- The student's parent/carer
- The student
- A representative of the LA
- Any other person the LA considers appropriate (Specialist Providers)
- Any other person the Headteacher/SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to targets outlined in their EHCP or during the last review.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether or not to cease, continue or amend the existing statement
- Set new targets for the coming year when the EHCP is to be maintained

Reviews during Years 8 & 11 will be significant in preparing for the student's transition to options, post-16 academic/vocational routes, employment, further education, work based training, higher education and adult life. The review in year 8 and/or 11 will draw up/review the Transition Plan and involve the Medway Youth Trust Services.

With due regard for the time limits set out in the Code, the SENCO will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

## **SECTION 7**

### **In School Reviews (ISR)**

The In School Review is held termly and is organised by the SENCO. An agenda will be issued, setting out the main purposes of meeting.

The ISR will normally be attended by the L.A. Educational Psychologist, and a member of PACE. Discussions will focus on students on the SEN register about whom there is an on-going concern. The SENCO, in liaison with PACE will collect evidence of the difficulties and concerns appropriate to each student.

The ISR provides an opportunity for discussing students who are causing concerns and for identifying and providing strategies to meet their needs. It is also the forum at which students, who may require statutory assessment, should be discussed at least twice, before referral to the Local Authority.

The SENCO will chair the meeting, which will be minuted. The minutes are issued to all in attendance at the meeting and are retained in a folder by the SENCO.

## **SECTION 8**

### **Storing and Managing Information**

- The school recognises the importance of appropriately managing and storing documentation associated with SEN.
- All information on students who have left the school is archived appropriately.

## **SECTION 9**

### **Reviewing the Policy**

The policy for SEND and The SEN Information Report is reviewed and evaluated annually and government changes and reform are taken into account.

Annually, the school reviews and evaluates the effectiveness of:

- Systems for identifying and assessing children with special educational needs
- The provision made to meet the children's special educational needs
- The record-keeping for special educational needs
- The allocation of resources for children with special educational needs

Annual SEN information reports are provided to the Local Governing Body

## **SECTION 10**

### **Dealing with Complaints**

If parents and carers have concerns about the SEN provision within the school they can address these directly to the SENCO or the Headteacher. The school is committed to resolving complaints and grievances (in line with the School Complaints Policy) and resolution is sought at all times.

## **Appendix A**

### **Facilities for children with special education needs including facilities which increase or assist access by children who are disabled.**

Students with SEND are regarded as full members of the community and provision is inclusive. They have full access to the environment, resources, staff and activities.

Most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work.

All extra-curricular activities are fully inclusive

- A qualified first-aider is available throughout the building
- Ground floor disabled toilet facilities
- All ground floor areas are accessible for students who cannot access stairs in the main school building
- Lap-tops are provided to students with special learning disabilities, including dyspraxia, and for students with temporary disabilities as appropriate
- Students with temporary disabilities can access the library academic support
- Any student can attend staffed lunch clubs and after school clubs that offer semi-structured activities

**The admission arrangements for children with special educational needs who do not have an Education Health Care Plan (EHCP) in so far as they differ from the arrangements for other children**

The Year 7 Admissions Team visits and/or contacts local feeder schools for information gathering on children with special educational needs who will be joining Year 7. Additionally, meetings may be arranged with students, their Carers and the Primary SENCO at the feeder school or at Fort Pitt, if appropriate.

The Year 7 Admissions Team attends Annual Reviews for all Year 6 pupils with an ECHP who have named Fort Pitt Grammar as their chosen school.