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Review period: annually

# Bacup and Rawtenstall Grammar School



## Special Educational Needs (SEND) Policy

## **Bacup and Rawtenstall Grammar School (BRGS): Special Education Needs (SEN) Policy**

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- Schools' SEN Information Report Regulations (2014)
- SEND Code of Practice 0-25 2014
- BRGS Child Protection Policy
- BRGS Accessibility Plan
- BRGS Admissions Policy and BRGS Sixth Form Admissions Policy
- BRGS Anti-bullying Policy
- BRGS Local Offer
- BRGS Complaints Policy

The Special Education Needs Coordinator (SENCO) within school is Miss E Gauntlett – Development Director, who holds the National Award for SEN Coordinators and is a member of the SLT. Miss Gauntlett can be contacted by e-mail at [ecg@brgs.org.uk](mailto:ecg@brgs.org.uk)

At BRGS we believe that all students are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition from compulsory education to further learning, training or work

All students should have access to quality first teaching, differentiated for individual students. Assessment will be formative and summative and will allow the tracking of student's achievement such that the progress of all is monitored closely. Every teacher is a teacher of every student under their direction, whether they have SEN or not.

BRGS is a selective grammar school that admits students based on academic ability. Entry into years 7-11 is based upon students reaching the required standard in our entrance examination. Students with an EHC plan that meet the required standard are given priority for entrance at year 7. A similar practice operates for entry to BRGS sixth form. We welcome students with disabilities who meet the required academic standard for entry to BRGS and make reasonable adjustments to our environment to accommodate them.

Students classed at SEN Support tend to be well-adjusted to their aspect of SEN and manage with minimal support. Generally, all students with SEN at BRGS make good or better than expected academic progress.

### **AIMS**

Students with SEN at BRGS are fully part of our school community. While some of them may need additional support, this is provided subtly and is wholly fitted to their own particular needs. There is no "one size fits all" approach to SEN within school. With this in mind, and in the spirit of full inclusion, our aim is that all our students thrive in accordance with the stated aims of the Every Child Matters agenda.

We achieve our aim by ensuring that teaching, assessment and reporting are of the highest standard, monitored through our quality assurance procedures. Our teachers are responsible and accountable for the progress and development of their students and will communicate to the pastoral staff, our school nurse, school counsellor or SENCO should they identify any issues that may be a temporary or potentially permanent hindrance to a student's overall progress. Staff are provided support and advice to help them in supporting children with SEN.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means they have:

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

As such, the educational provision they need is additional or different from that made generally for other students of the same age.

There are four broad areas of special educational need and disability:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Recognising a student's need is not to label them, but to identify potential spheres of support appropriate to them as individuals.

The vast majority of students with SEN at BRGS have had their needs identified at their previous school. In all cases where we are pre-informed of a student with SEN we work closely with previous educational settings to ensure a smooth transition. All students with an EHC Plan are carefully monitored, in line with the requirements of the Code. Students who are at SEN Support will receive an appropriate level of support according to their level of need and their (and their parents' wishes).

Within school, the identification of SEN is built into our overall approach to monitoring the progress and development of all students. Subject teachers make regular assessments of progress for all students. These lead to the identification of students who are making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

It can also include progress in other areas than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. These factors may indicate the presence of a special educational need.

Our first response in all cases where a lack of progress is detected is to ensure that high quality teaching is being delivered, targeted at the specific areas of weakness detected. If progress continues to be less than expected the subject teacher will make within school referrals to pastoral staff and the SENCO. We would then consider whether the lack of progress may be attributed to other factors (attendance, health and welfare, behaviour, etc.) or whether there may be the possible presence of a special educational need. Within this process students and their parents are fully consulted, becoming a part of the assessment taking place.

## **A GRADUATED APPROACH TO SEN SUPPORT**

Our first step in responding to students who may have SEN is by ensuring high quality differentiated teaching is in place. Students will only be identified as having SEN if they are not making adequate progress once all the relevant interventions and adjustments have been put into place, alongside high quality personalised teaching.

Subject teachers are supported by their subject leaders, pastoral staff, the SENCO and senior colleagues to enable them to explore a range of approaches and interventions that could enable students to close any emerging progress gaps. At BRGS virtually all students identified with SEN, or already identified that way, make good or better than expected progress following these interventions.

Where higher levels of need are detected we follow the ASSESS-PLAN-DO-REVIEW cycle:

- ASSESS – an analysis of a student’s needs, which includes dialogue with parents
- PLAN – decide, in conjunction with the student and parents, strategies to put in place to support a student
- DO – subject teachers are responsible for applying the elements of the plan
- REVIEW – the effectiveness of the plan is judged, the system cycles if necessary

For the majority of students identified with SEN at BRGS one pass through the cycle is sufficient to enable them to make the progress expected of them.

When it becomes necessary we bring in specialists from support services – our educational psychologist, speech therapists, Child and Mental Health Services, etc.

Students with EHC plans are monitored/assessed in similar ways, with the added statutory involvement of the local authority in conducting annual reviews. If it becomes appropriate to apply to the local authority for an EHC plan (because insufficient progress was being made through SEN Support) we would follow the procedures laid down in the Code – having gathered evidence from both within school and from external specialists, making use of information gathering tools (such as a CAF) where appropriate.

## **MANAGING STUDENTS ON THE SEN REGISTER**

As the students on our SEN register tend to make good or better progress than expected, our management of the process is light touch. Once support systems are in place they are supervised by the SENCO who will communicate with students and parents if there are any concerns regarding their effectiveness. All our SEN students tend to wish to be “left alone” to manage their needs themselves. As our approach is individualistic this is always possible, with support appropriately levelled. Our monitoring and dialogue with students and their parents ensures our provision remains effective.

We rarely need to produce IEPs or provision maps relating to students. Guidance notes issued to teaching colleagues about individual students and the level of high quality teaching provided ensures progress is always good or better. Where needed, provision maps are established to support the guidance notes.

Records about SEN students are retained within the school information management pastoral systems, linked to documentary evidence relating to student progress. As part of our cycle of monitoring and assessment these progress records are kept up to date and a reviewed a minimum of three times a year by the SENCO. These records are also issued to students and parents to enable them to be fully involved in the monitoring process.

## **CRITERIA FOR EXITING THE SEN REGISTER**

Where it becomes relevant (from substantiated evidence) we will remove students from the SEN register. However in practice, and with the continued consent of student and parents, we tend to retain students on the SEN register under the heading ‘SEN Watch’ to ensure they are continually flagged and monitored. As our work with students on the SEN register is subtle, there is no stigma attached to students identified as having SEN. Approximately 2.5 % of students are currently identified under ‘SEN Watch’.

## **SUPPORTING STUDENTS AND FAMILIES**

Our pastoral system provides support to all students and their families regardless of their SEN status. Parents have access to the Lancashire Local Offer via the LA website. Our own personalised Local Offer

can be found on our school website, along with our annual SEN Information Report. Our admissions arrangements, and how we manage SEN within this process, can be found on our website.

Students with SEN and other needs are able to access special arrangements when sitting both internal and external examinations. The SENCO, working in conjunction with the examinations administration staff, manages evidence gathering and applications to the Joint Council for Qualifications for access considerations.

We recognise that students with medical conditions should be properly supported and our Medical Needs Policy details how we do this. Our school nurse works full time from her base within school providing support and advice for students along with training for staff.

## **MONITORING AND EVALUATING SEND**

The governors regularly receive information about pastoral issues within school. Mrs D Rawding is the designated governor with responsibility for SEN.

## **TRAINING AND RESOURCES**

SEN within school is funded via a distinct budget heading within school's financial systems. The budget holder is the SENCO and all funds are used directly for the support of students. Teaching assistants at BRGS are funded from central funds rather than the SEN budget.

Continued Professional Development at BRGS is always focussed on ensuring teaching and learning is as effective as it can be. With this in mind, bespoke training is provided to ensure that all staff are able to adapt to the needs of the SEN students they teach. This training comes via external courses and on-site training offered by specialists (for example, our educational psychologist or colleagues from nearby special schools). Where a specific SEN need is identified, training is provided.

## **ROLES AND RESPONSIBILITIES**

- SEN Governor: Mrs D Rawding. Overall responsibility, on behalf of the governors, for SEN provision with school.
- SENCO: Miss E Gauntlett. Leadership and management of SEN, including management of teaching assistants; Development Director.
- Designated Senior Lead for Safeguarding: Mr P Reeves.
- Teaching Assistants:
  - Mrs I Clarkson
  - Mrs L Dickinson
  - Mrs C McGuinness
  - Mrs M Baron
- Oversight of PPG/LAC: Mr P Reeves
- Medical needs: Mrs S Baines.

## **STORING AND MANAGING INFORMATION**

Student information is stored within SIMS, the school's information management system. Additionally, paper copies of student records are secured within locked filing cabinets and CPOMS. Documents are retained according to the guidelines relating to the Data Protection Act and the Information Commissioner's office. All staff at school are aware of the need for confidentiality when considering SEND information about students.

## **COMPLAINTS**

Parents and students can make a complaint about aspects of SEN provision at BRGS by referral to the school complaints policy, available on our website.