

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

SPECIAL EDUCATIONAL NEEDS

This is a whole-school policy and is applicable to Kirkham Grammar Senior School (KGS) and Kirkham Grammar Junior, Infant and Pre-School (KGJS).

Policy number: 29	Originating date: February 1998	Date last reviewed: November 2021	Next review: November 2022
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Introduction

Kirkham Grammar School (KGS) aims to develop the potential of all pupils and this includes pupils with Special Educational Needs (SEN). Within the provision available in school the staff will endeavour to provide full access to the curriculum and support both within the classroom and where possible in smaller tuition groups. The management of the Learning Support Department is by a designated and appointed member of staff. There is also a Governor responsible for special needs. It should be understood that the school has no formal links with the Local Authority SEND Departments (Pre-School is an exception) and thus parents/carers will have to liaise with the Learning Support Co-ordinator. Details can be provided upon request. The school reserves the right to make extra-tuition charges for tuition given within the Learning Support Department. The school does not purport to have specialism in special educational needs and can only accommodate those who pass through normal admission procedures. Equally the school cannot provide facilities for pupils who will undermine the education of other children within the school or are reliant on 1:1 support in order to access the curriculum.

This policy should be read in conjunction with other school policies and government guidance related to securing the best outcomes for individuals with special educational needs.

- Mental health and behaviour in schools (March 2016);
- Counselling in schools, a blue print for the future (Feb 2016);
- School policies: Disability, Safeguarding, Self-Harm, Anti-Bullying and Accessibility Plan;
- Supporting pupils at school with medical conditions (Dec 2015).

SPECIAL EDUCATIONAL PROVISION AT KIRKHAM GRAMMAR SCHOOL

KGS and KGJS pay regard to the Children and Families Act 2014 and the SEN and Disability Code of Practice (Jan 2015).

1. AIMS

- 1.1 All pupils who secure a place at KGS and KGJS are entitled to a broad, balanced curriculum.
- 1.2 The school aims to provide a positive environment in which all pupils, irrespective of age, gender, disability, ethnic or social background, may have opportunities to achieve their potential.
- 1.3 Bearing in mind the constraints, the school aims to identify and monitor all pupils experiencing learning difficulties and to employ the strategies necessary for them to overcome their difficulties within the resources available.
- 1.4 The school aims to make its pupils feel valued and to be integrated members of the school community.
- 1.5 The school will initiate contact with preferred relevant professionals and outside agencies, when appropriate, to maintain the provision made for pupils at school.
- 1.6 The school aims to foster effective partnerships with parents/carers.
- 1.7 The school aims to address health and safety issues and carry out risk assessments where hazards are identified relating to pupils with SEN. This information will be recorded in individual pupil files within the Learning Support Department and on the school's data management system.

2. DEFINITION

- 2.1 A pupil with SEN is one who is identified as having a specific need which calls for special educational provision to be made for them. These will include:
 - a. Cognition and learning.
 - b. Sensory and/or physical development.
 - c. Behavioural, emotional and social development.
 - d. Communication and interaction.

3. ROLES AND RESPONSIBILITIES

- 3.1 The Role of Governors:
 - a. To support the provision of funding and resources in order to implement the school's policy for Special Educational Needs.
 - b. To ensure that all relevant school documents and policies contain appropriate reference to SEN provision.
 - c. To monitor and evaluate the effectiveness of the school policy and other policies relating to SEN pupils, through consultation with the Headmaster/Headmistress, staff and visits to the school.

3.2 The Responsibilities of the Learning Support Co-ordinator

- a. Managing the day-to-day operation of the school's SEN policy.
- b. Liaising with and advising other teachers, including attendance at CGS meetings.
- c. Co-ordinating provision for pupils with SEN.

Maintaining the school's SEN register and overseeing records on all pupils with SEN.

- a. Liaising with parents/carers of pupils with SEN.
- b. Contributing to the in-service training of staff.
- c. Liaising with external agencies including the educational psychologists and other support agencies, medical and social services and voluntary bodies.
- d. Reporting to the Governing Body of the effectiveness of the SEN policy.
- e. Assessing pupils for GCSE and A-level access arrangements.

3.3 The responsibilities of the Pastoral Team at KGS

The Pastoral Team includes Heads of Year, Form Tutors and Surgery Managers.

- a. Liaising with the Learning Support Co-ordinator to provide notification of any academic, behavioural or medical difficulties that impact upon the teaching and learning.

3.4 The responsibilities of Heads of Department at KGS

- a. Ensuring that the SEN register and relevant information is made available to members of their department.
- b. Communicating the learning support-related professional development needs of the staff within their department to the Learning Support Co-ordinator.
- c. Maintaining provision of appropriate access to the curriculum for all those with special needs including the maintenance of appropriate risk assessments.

3.5 The responsibilities of all teaching staff in contact with registered pupils at KGS

- a. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- b. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate

distinctive teaching approaches to engage and support them. Pupil passports should be referenced and followed, where applicable.

- c. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- d. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

4. ADMISSION ARRANGEMENTS

- 4.1 Pupils admitted to KGS must sit and attain the required standard in the school's entrance examination. The results of this are considered alongside school reports and interview where deemed necessary by the Headmaster. Pupils admitted to KGJS are assessed by tests and social interaction during a visit to school. Prior to entry into the Pre-School, the steps outlined within the Admissions policy will be followed.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN

1. ALLOCATION OF RESOURCES

- a. Resources are allocated at the discretion of the Learning Support Co-ordinator after consultation with other staff. The age of the pupil, pupil's school commitments, level of perceived difficulty and nature of special need will be taken into account.
- b. The school retains the right to make charges to parents/carers for extra tuition where individual help is required. Parents/carers will be notified separately by the Headmaster/Headmistress of such charges and the arrangements pertaining to them.
- c. Additional intervention is available within all year groups; the emphasis being upon assisting pupils to reach their full potential through a flexible, supportive intervention at individual or group level. This consists of:
 - Core literacy and mathematical skills.
 - Revision and study skills.
 - Development of personal learning strategies.
 - Smooth transition throughout the Foundation.
- d. CPD – professional development will be through attendance at courses and use of advice from professional bodies. The Appraisal process monitors and informs this process.

2. IDENTIFICATION, ASSESSMENT AND REVIEW

- 2.1 The school aims to identify pupils at as early a stage as possible in their school career, given the current resources, by using the following methods:

- a. Analysis of information from the entrance examination and transfer documentation, plus any recommendation from the feeder nursery/primary school or health visitor, if applicable.
- b. Reference to confidential reading/spelling tests.
- c. Analysis of standardised tests.
- d. Consultation with parents or carers.
- e. Discussion with pupil.
- f. Collation of evidence from pupil's work, reports, etc.
- g. For Early Years, acquisition of the two year check and tracking of progress in relation to the Early Learning Goals and typical child development.

Pupils may be referred at any time by a member of staff using a referral form.

- 2.2 Pupils may be identified for monitoring and assessment at any time by parental referral.
- 2.3 Pupils' progress will be assessed by subject tests and teacher assessment at regular intervals.
- 2.4 Pupils may raise concern about their own ability.

3. PROCEDURES

To ensure quality inclusive provision the school aims to identify pupils requiring intervention by advice from teachers, use of standardised tests, spelling/reading assessment or pupil/parent concern. This will be communicated to the learning support co-ordinator by appropriate means. The learning support co-ordinator will usually request further information from staff and ask that progress be monitored until a preset review date. Parents/carers will usually be informed at this stage by relevant teaching staff and the learning support co-ordinator. Additional intervention will be initiated to meet the pupil's individual needs. It is the responsibility of each teacher to deliver appropriate differentiated tasks focussing on positive outcomes. This is reviewed through the learning support department and a history of need is initiated.

The school has its own assessment procedures to identify additional needs. It must be understood that any externally commissioned reports will be followed within the restraints of a selective, independent school environment. Any queries about the implementation of such recommendations should be directed to the Learning Support Co-ordinator.

Contact with outside agencies such as health services, social services, educational welfare services and voluntary organisations will be sought by the Learning Support Co-ordinator and the Headmaster informed where appropriate.

Examination access arrangements are applied for in line with JCQ guidance and with reference to the Equality Act 2010. Learning support staff and subject teachers must provide detailed evidence of need and evidence that the access arrangements being applied for reflect the candidate's 'normal way of working' within the school. Unless pupils have an identified need as outlined in the 'Special Educational Needs and Disability Code of Practice', the school is unable to accept privately commissioned reports for access arrangements.

Assessments for access arrangements will be conducted by the Learning Support Co-ordinator, a qualified access arrangements assessor.

4. DOCUMENTATION

Copies of all SEN documentation are contained within individual pupil files within the Learning Support Department. General information on SEN matters is circulated electronically to members of staff. A summary of individual pupil information is also stored on the school's data management system. This is available for all teachers to refer to. A list of pupils on the SEN register is available to staff, as is a copy of the pupil passports. These are distributed to departments and available on the Q drive.

Information received by feeder schools will be distributed to the LEARNING SUPPORT DEPARTMENT after admission by the teacher i/c of pupil induction.

5. COMPLAINTS ABOUT THE SEN POLICY

Any concern regarding the school's apparent failure to meet a pupil's special educational need should be directed in the first instance to the Learning Support Co-ordinator, Head of Year or Senior Deputy Head. If the matter is not satisfactorily resolved, it may then be taken to the Headmaster. In KGJS any concern should be directed in the first instance to the Learning Support Co-ordinator. If the matter is not satisfactorily resolved, it may then be taken to the Headmistress.

6. EVALUATION OF SUCCESS

- Ability to access the curriculum at an appropriate level.
- By pupils achieving an independent age appropriate level with respect to the Early Years Foundation Stage.
- Pupils achieving their full potential.
- Pupils developing a positive work ethic.
- Pupils demonstrating resilience and independence.

Kirkham Grammar School
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