

# 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 and Nursery (KGJS).

Policy number: 29	Date last reviewed: November 2024	Next review: July 2026
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#### Introduction

Kirkham Grammar school (KGS) aims to develop the potential of all pupils, including pupils with Special Educational Needs and Disabilities (SEND) within the context of a selective, independent school environment. The management of the Learning Support Department is by a designated and appointed member of staff. There is also a Governor responsible for SEND.

Provision for pupils with SEND is considered on an individual basis, taking into account the needs of the pupil, the reasonable adjustments that can be made, and the effective education and welfare of the wider school community. Where a pupil's needs cannot be met without disproportionate impact on the pupil or others, or beyond the reasonable adjustments that can be made within the school's resources, alternative provision may need to be explored in consultation with parents/carers.

Where additional individual tuition or specialist support is required beyond that ordinarily available, the school may discuss this with parents/carers, including any associated costs, in advance.

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.

- Attendance (November 2023);
- Mental health and behaviour in schools (November 2018);
- 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);
- Examinations Accessibility (July 2024)

## **SPECIAL EDUCATIONAL PROVISION AT KIRKHAM GRAMMAR SCHOOL**

KGS and KGJS recognise its duties under the Children and Families Act 2014, Equality Act 2010, and pays due regard to the SEND 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 liaise with relevant and appropriate professionals and outside agencies, when appropriate and is deemed to be in the pupils' best interest. See appendix 1 relating to External Visitors Consent.
- 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 SEND. 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 Head, 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 SEND.

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

- a. Liaising with parents/carers of pupils with SEND.
- 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 SEND 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 SEND 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 and disabilities; those of high ability; those with English as an Additional Language; those with disabilities.
- 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 Head. Pupils admitted to KGJS are assessed by tests and social interaction during a visit to school. Prior to entry into the Pre-School and Nursery, the steps outlined within the Admissions policy will be followed.

4.2 Where a prospective pupil has an Education, Health and Care Plan (EHCP), the school will consult with parents/carers and the Local Authority, where appropriate, to determine whether the provision specified can be met through reasonable adjustments and existing support arrangements.

Each case will be considered individually. Where the school is unable to meet the needs outlined in an EHCP without significant additional resources beyond those reasonably available, this will be discussed openly with parents/carers and the Local Authority.

## **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 Head 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.
- 2.2 Pupils may be referred to Learning Support at any time by a member of staff.
- 2.3 Pupils may be identified for monitoring and assessment at any time by parental referral.
- 2.4 Pupils' progress will be assessed by subject tests and teacher assessment at regular intervals.
- 2.5 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 pre-set 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 will consider the recommendations of any externally commissioned reports and will implement those recommendations that are reasonable and appropriate within the context of the school environment. Where recommendations cannot be fully implemented, the school will work with parents/carers to explore alternative reasonable adjustments or strategies to support the pupil.

The school does not carry out full diagnostic assessments or pay for private ones. If such assessments are undertaken this is a private arrangement which must be organised and paid for by parents.

The Head of Learning Support can conduct various screening assessments which can help identify learning needs, the school will not and cannot diagnose specific learning difficulties.

#### Pupils requiring an Education Health Care Plan (EHCP)

The school recognises that pupils with Education, Health and Care Plans may require a range of additional support. The school will consider its ability to meet identified needs through reasonable adjustments and available resources. Where needs cannot be met effectively within the school setting, this will be discussed with parents/carers and, where appropriate, the Local Authority.

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 Head 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 in charge 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, Assistant Heads (KGS) and Deputy Heads (KGJS). If the matter is not satisfactorily resolved, it may then be taken to the Head.

#### **6. EVALUATION OF SUCCESS**

- Ability to access the curriculum at an appropriate level.
- Pupils making progress.
- Pupils developing a positive work ethic.
- Pupils demonstrating resilience and independence.

*Kirkham Grammar School*  
*Registered Charity No: 1123869 and Registered Company No: 6195985*



## Parental Visitor Consent Form

School Name: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Visitor Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

### Purpose of Visit

This consent form outlines the conditions under which an external visitor may enter the school premises to observe or work with your child. By signing this document, you acknowledge and agree to the terms below.

### Conditions of Entry

#### 1. Sharing of Observations

All observations made during the visit must be shared with the school. Any notes taken throughout the time on the premises must be copied and retained by the school.

#### 2. No Personal Relationship

I confirm that there is no personal relationship between us as parent(s)/carer(s) and the visitor.

#### 3. Focus of Observations and Discussions

Observations will solely focus on my child. All discussions held on-site should relate only to my child and their needs.

#### 4. Final Report Sharing

A copy of the final report will be shared with the school. You acknowledge that:

- The information and support suggestions within the report are provided for information purposes only.
- The school is not duty-bound to implement any recommended support strategies.

#### 5. I understand that the visitor must be a member of a professional body with indemnity insurance.

Photo identification must be shown and copied for auditing purposes as outlined in ISI standards, this information will be destroyed once inspection has taken place. Failure to provide this documentation will prohibit entry. The visitor must hold an Enhanced DBS certificate.

### Visitor Declaration

I, the undersigned, confirm that I have read and understood the conditions outlined above and agree to comply with all requirements of the visit.

Parental Signature: \_\_\_\_\_

Name (Print): \_\_\_\_\_

Date: \_\_\_\_\_

### School Representative Declaration

I confirm that the above visitor has been granted permission to enter the school premises under the conditions listed.

Signature: \_\_\_\_\_

Name (Print): \_\_\_\_\_

Date: \_\_\_\_\_





# KIRKHAM GRAMMAR SCHOOL

## External Visitor Consent Form

School Name: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Visitor Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Professional body to which I am a member of: \_\_\_\_\_

### Purpose of Visit

This consent form outlines the conditions under which an external visitor may enter the school premises to observe or work with a child. By signing this document, you acknowledge and agree to the terms below.

### Conditions of Entry

#### 1. Sharing of Observations

All observations made during your visit must be shared with the school. Any notes taken throughout your time on the premises must be copied by the school before you leave.

#### 2. No Personal Relationship

You confirm that there is no personal relationship between you and the parent(s)/carer(s) of the child being observed.

#### 3. Focus of Observations and Discussions

Observations will solely focus on the child in question. All discussions held on-site should relate only to the child and their needs.

#### 4. Final Report Sharing

A copy of the final report will be shared with the school. You acknowledge that:

- The information and support suggestions within the report are provided for information purposes only.
- The school is not duty-bound to implement any recommended support strategies.

#### 5. I understand that the visitor must be a member of a professional body with indemnity insurance.

Photo identification must be shown and copied for auditing purposes as outlined in ISI standards, this information will be destroyed once inspection has taken place. Failure to provide this documentation will prohibit entry. The visitor must hold an Enhanced DBS certificate.

### Visitor Declaration

I, the undersigned, confirm that I have read and understood the conditions outlined above and agree to comply with all requirements during my visit.

Visitor Signature: \_\_\_\_\_

Name (Print): \_\_\_\_\_

Date: \_\_\_\_\_

### School Representative Declaration

I confirm that the above visitor has been granted permission to enter the school premises under the conditions listed.

Signature: \_\_\_\_\_

Name (Print): \_\_\_\_\_

Date: \_\_\_\_\_

This document must be shared with the school a week prior to the visit.