

Urmston Grammar Special Educational Needs and Disability Policy

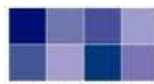
February 2019



Science



LANGUAGE
COLLEGES



ACADEMIES

Urmston Grammar Special Educational Needs and Disability Policy

1. Introduction

This policy reflects the statutory guidance laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014) for organisations who work with children and young people with special educational needs and disabilities.

The aim of Urmston Grammar is to enable all pupils, including those with SEND, to reach their potential in a supportive and inclusive environment.

Throughout this document the following definitions will apply:

A child or young person has **SEN** if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child has a **learning difficulty** if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child has a **disability** if:

- he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

2. Key principles of this policy

- That all pupils are entitled to access a full and meaningful curriculum provision regardless of any learning difficulties or disabilities;
- That identified and/or notified Special Educational Needs and/or disabilities will be acted upon with efficiency and sensitivity;
- Reliable and pertinent interaction between educational facilitators, pupils and parents/carers can be expected;
- Staff will be provided with INSET to inform and/or update them on typical difficulties encountered with any particular Special Educational Need;
- That Urmston Grammar will comply with updated Governmental educational policies in accordance with required time lines;
- That Urmston Grammar views SEN and Disability issues as being of concern to the whole school.
- The school offers a wealth of learning opportunities that are in addition to those provided for the whole school body and which meet the specific needs of the individual pupils.

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3. Identification

Pupils with already identified Special Educational Needs who enter Urmston Grammar in any year can expect to have:

- their needs assessed and appropriate provision put in place as soon as is practicable upon their admission;
- their needs formally communicated to teaching staff;
- their Special Educational Needs records reviewed and updated for as long as they remain on the Special Educational Needs Register or Awareness List;
- a continuation of support by external agencies, when appropriate.

Pupils who enter Urmston Grammar without any Special Educational Needs already identified, but who cause concern to staff and/or parents at any stage of their schooling at Urmston Grammar, can expect:

- to have the reported concern(s) investigated;
- all staff to be requested to provide written reports on their professional view of the reported concern(s), supported, where necessary, by photocopied evidence;
- external agencies to be involved, when appropriate, with the diagnostic process and with consideration of appropriate supportive action.

4. Special Educational Needs Register

Placement on the school Special Educational Needs Register can be for Communication and Interaction needs, Cognition and Learning needs, Social Emotional and Mental health needs, Sensory/Physical needs or medical issues requiring adjustments to the timetable or the school environment.

Placement on the school Special Educational Needs Register will apply as long as the additional support is deemed necessary for the specific pupil to continue to make progress in line with his/her peers in accordance with his/her physical or mental capabilities.

The school provides a number of supportive measures designed to address identified difficulties such as poor organisational skills, low level behaviour difficulties, and failure to complete homework. Receipt of support in these areas does not automatically initiate the placement of a pupil's name on the Special Educational Needs Register. When initial support is deemed insufficient then registration on the Special Educational Needs Register at SEN Support will take place following further communication with the pupil, staff and parents.

5. Pupil Profiles for the SEND Graduated Approach

Pupil Profiles are used at EHCP and SEN support level of need

A Pupil Profile is produced when a pupil is first added to the SEN Register and is reviewed and updated as required. This is a person-centred document completed by the student with their key support member of staff. It details the area/s of SEND, the pupil's strengths and difficulties, what works for the student, what doesn't work for them, what is important to them, what they are working towards, additional support that they have access to and what they would like staff to know.

SEN Targets are set once a term. They represent small, achievable steps which help the pupil to start to overcome some of his or her difficulties. The targets are negotiated between the pupil and his or her key worker under the guidance of the SENCO and are reviewed before new targets are set. The key worker makes frequent references to the targets during mentoring sessions with the pupil so that the outcome of the target review should not come as a surprise.

The views of pupils, parents, staff, and where necessary external agencies, are taken into consideration in the devising of Pupil Profiles;

6. Support

Pupils with literacy difficulties are identified through feedback from previous schools and screening carried out in Y7.

Detailed information from the screening is shared with teachers. Those with significant handwriting difficulties are offered touch typing classes and the opportunity to use a laptop or computer when completing extended writing tasks.

Pupils identified as having significant reading, spelling or writing difficulties are referred to Mrs B Murray who leads on literacy intervention.

The SEND team provide learning, behavioural, emotional and organisational support for identified pupils both in and outside of the classroom. Support is discreet and always has the ultimate aim of developing the pupils' ability to operate independently.

7. Examination Access Arrangements

Any pupil likely to require access arrangements for examinations is identified as soon as possible so that the arrangements can become the pupil's "normal way of working" in internal school examinations and tests. Formal assessments of need can be carried out from Y9 onwards. Parents are notified of the need for any supporting medical documentation.

8. Involvement of External Agencies

When it is deemed appropriate, external agencies will be involved in the additional educational provision for individual pupils at Urmston Grammar.

All involvement is coordinated by the SENCO and reported to parents.

9. Communication

The school firmly believes that maximum benefit from additional educational support works best when all parties are in regular contact. Accordingly, written, telephone and email contact from pupil and/or parent is readily accepted by the SENCO. Communication from school to home is documented for further reference when necessary. All pupils' Special Educational Needs files can be viewed by parents upon request - an appointment will be required; requests by pupils to view their Special Educational Needs files will need to be authorised and supported, in writing, by the parent.

Parents are advised that complaints should, in the first instance, be addressed to the SENCO. A failure to resolve the issue to the satisfaction of the complainants will necessitate the involvement of the Principal, followed by reference to the Governing Body. At all times, amicable resolutions are sought as they are perceived to be in the interests of the individual pupil.

The nominated Special Educational Needs Governor is in regular contact with the SENCO and is involved with a variety of monitoring and evaluative activities.

10. Monitoring, Evaluation and Review

This policy will be next reviewed in September 2019.

11. Contact Points

SENCO – Mrs D A Smith

Principal – Mrs R S Wall

Special Educational Needs Governor – Mrs Annette Edkins, contactable via Urmston Grammar

Chairman of the Governing Body - Mr E. May, contactable via Urmston Grammar