



WAKEFIELD GIRLS' HIGH SCHOOL

SEND (Special Educational Needs and Disabilities) & LEARNING SUPPORT POLICY

Responsibilities in accordance with The Special Educational Needs and Disability Code of Practice (SEND 2014), The Equality Act 2010 and The Children and Families Act 2014.

This policy has been written with regard to current governmental guidelines and advice.

Admissions and Special Needs

The schools of Wakefield Grammar School Foundation are academically selective schools and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment we provide. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Departments can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised or intensive treatment.

We advise parents of children with special educational needs to discuss their child's requirements with the school before he or she sits the entrance exam so that the school can make adequate provision for her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example, for extra time or other special arrangements.

On entry, each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.

Definition of SEND

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 maintained post – 16 institutions.

(SEND Code of Practice 0-25 2014)



Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. (‘Long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’).

Aims and values of the school in relation to provision of SEND/Learning Support

Wakefield Girls’ High School seeks to promote a whole school policy where all staff are aware and informed of the requirements of all pupils with SEND/Learning Support needs. The primary aim of the Learning Support Department is to identify the presence of a specific learning difficulty, to enable the pupil with a learning difficulty access to the curriculum and public examinations, and to improve the pupils learning profile by improving skills and strategies in order that they can take responsibility for their own learning. We aim to put parents and young people at the heart of the process.

In accordance with The Equality Act 2010 and The Joint Council for Qualifications (JCQ) regulations, we are committed to ensuring that all pupils have a fair opportunity to demonstrate their abilities in assessments and examinations.

Commitment to pupils and parents

We offer whole school support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning. We employ a range of strategies to achieve this including;

- Advising and liaising with colleagues (both academic and pastoral).
- Relevant staff training on SEND and current issues around SEND provision to support awareness, identification and the development of appropriate teaching strategies.
- Robust identification procedures and subsequent assessment of individual needs.
- Individual Education Plan for each pupil shared with staff.
- Regular communication with parents and pupils in addition to parent’s evenings.
- Implementation of individual learning programmes and intervention groups.
- Regular review of progress of pupils with SEND.
- High expectations of SEND pupils.
- Liaising and working with external agencies when necessary.
- Applications to exam boards for Access Arrangements.

We are committed to equal opportunities and show due regard in our work, policy and procedures to The Equality Act 2010, The Special Educational Needs and Disability Code of Practice SEND 2014, and The Children and Families Act 2014.



The Learning Support Department staff

Our Learning Support Department is staffed by qualified specialists who are able to provide support for each pupil with a specific learning difficulty.

Head of Learning Support – Mrs E Young

Teacher of Learning Support - Mrs E Taylor

Aims and Objectives of the Learning Support Department

- To identify, at the earliest opportunity, any child who may have special educational needs in order to support academic progression and continued good mental health and well-being.
- To ensure that parents and pupils are fully involved in the process of identification and provision.
- To ensure that staff are fully informed of any pupil's difficulties and are aware of each child's needs so that such needs may be met in all school settings.
- To allow pupils who are taught in the Learning Support Department greater access to a broad and balanced curriculum and to make them independent in their skills.
- To conduct regular reviews of the pupil's progress.
- To ensure that the parents of LS/SEND pupils are kept fully informed of their child's progress and attainment via parents evenings and individual meetings.
- To endeavour to ensure that no child is discriminated against, in any area of school life, on the basis of his / her disability (Equality Act 2010).
- To provide a caring, supportive environment for those pupils identified with difficulties.
- To ensure that pupils' records are maintained and include information relating to their individual need, assessments and interventions.

Roles and responsibilities

The Governing Body

- To have responsibility for monitoring that the School and the Learning Support Department is fulfilling its obligation to the contents of the Special Educational Needs and Disability Code of Practice 2014, The Equality Act 2010, The Children and Families Act 2014.

The Head

- Will establish appropriate staffing.
- Will keep the Governing Body informed of procedures in the Learning Support Department.
- Will have an overview of the Department.
- Will ensure that Learning Support is considered from a whole school perspective.
- Has the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act 2010.)
- Will ensure that the SEND/Learning Support Policy procedures are in place and being carried out across the school.



- Will be familiar with the JCQ regulations regarding Access Arrangements.
- Will monitor that each child is receiving their entitlement.
- Will have an overview of staff training in regard to SEND.
- Reserves the right to make an extra charge for extended support.

The Deputy Head, Academic

- Will have an overview of the Department.
- Will ensure that the SEND/Learning Support Policy procedures are in place and being carried out across the school.
- Will have the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act 2010.)
- Will be familiar with the JCQ regulations regarding Access Arrangements.
- Will monitor that each child is receiving their entitlement.
- Will have responsibility, in consultation with the Head of Learning Support, for ensuring that all staff receive the required training in order to support LS /SEND pupils and improve their knowledge of matters relating to LS / SEND.
- Will have an overview of staff training in regard to SEND.

The Head of Learning Support (SENCo)

The Head of Learning Support is the person responsible for the day-to-day coordination of the LS/SEND provision.

- Will determine strategic development of Learning Support policy and provision.
- Will co-ordinate provision for pupils with Learning Support needs.
- Will liaise with staff on all matters relating to LS/SEND and give guidance on current legislation.
- Will maintain the school's LS/SEND register and records.
- Will liaise with parents and pupils.
- Will provide In-service training for staff to improve understanding and knowledge of strategies to identify and support pupils who may have SEND or a Learning Support need.
- Will liaise with external agencies.
- Will maintain Learning Support resources.
- Will communicate departmental policy to Parents through parent's evenings, individual meetings or telephone calls, whenever appropriate.
- Will contribute to whole school planning and evaluation of LS/SEND provision.
- Will have the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act 2010).
- Will be responsible for provision of assessment and exam Access Arrangements.
- Will gather evidence to support 'Normal Way of Working' in support of JCQ Access Arrangement applications.



- Will liaise with subject staff to ensure the provision of reasonable adjustments within the classroom so that no pupil is disadvantaged.
- Will establish, monitor, review and update Individual Educational Profiles (These will be issued to staff annually to inform on pupils needs and reviewed regularly.)
- Will liaise with feeder schools to give or receive relevant information on pupils.
- Will ensure the smooth transition of LS/SEND pupils and transfer of information from junior school to senior school.
- Will ensure the smooth transfer of LS/SEND pupils to and from other schools, colleges.

Heads of Department

- Will ensure that all members of their department have read all information about the pupils that they teach who are on the SEND/LS register, including their Individual Educational Profiles.
- Will ensure that pupils with Access Arrangements are supported by having their entitlement made available to establish 'normal way of working,' and make certain that this is recorded on documentation available within the department and shared with the Head of Learning Support.
- Will review pupils of concern as part of the 'Graduated Approach' at departmental meetings and inform the HOY and Head of Learning Support if necessary.
- Will review pupils on the SEND/LS register at departmental meetings termly and inform the Head of Learning Support if there are any concerns.

Heads of Year

- Will monitor pupils in their year groups who are of concern because of lack of expected progress.
- Will have an overview of multiple concerns and liaise with the Head of Learning Support when necessary.

Teachers

- Will have regard for the Learning Support Policy.
- Will access all information regarding pupils' needs.
- Will have responsibility and accountability for the progress and development of the pupils in their class, including where pupils access support from specialist staff. (SEND 2014 - 6.36)
- Will monitor concerns about individual pupils, and in conjunction with quality first teaching use differentiation and other strategies to remediate.
- Will inform parents at the earliest opportunity if their interventions are not successful.
- Will support the use of equipment to enable access to the curriculum.



- Will provide reasonable adjustments in the classroom appropriate to individual need, e.g. extra time, live speaker, use of word processor, rest breaks, etc.
- Will monitor pupils on the LS/SEND register for need and use of access arrangement provision in their classrooms to establish the pupils 'normal way of working' and 'history of need' and keep a detailed record of this provision.

Identification of pupils needs – a graduated approach

Quality First Teaching

- Any pupil that is falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored firstly at a departmental level leading to a pastoral focus if this concern involves numerous subjects.
- Concerns will be recorded in departmental minutes.
- Differentiated learning opportunities, support strategies and a multi-sensory approach will be employed by the subject teachers in order to aid the pupil's academic progression.
- The Heads of Department and/or The Head of Year will be informed and consulted as necessary during this graduated approach.
- The Head of Learning Support will also be consulted as needed for support and advice.
- If the graduated approach is ineffective after a reasonable period of time and concerns continue then a referral to Learning Support is made via appropriate documentation.
- Once a pupil has been identified as *possibly* having a special educational need they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

Referral procedure

Referrals can be made through a variety of different ways:

- If the referral is made by a subject teacher after implementing the graduated response then a Learning Support Identification sheet will be completed recording areas of concern.
- Pupils may be referred on transition to senior school.
- Pupils may be referred during the admissions procedures.
- Pupils may be referred through parent or pupil concerns.
- Pupils may be referred through data provided by Midyis in Year 7.
- Pupils new to Y12 will be screened for literacy difficulties which may impact on A Level studies.
- New and current year 12 pupils may be referred as a result of internal assessments.

Identification of SEND / Learning Support need / assessments

- When a pupil is referred to Learning Support, the Head of Learning Support in conjunction with subject staff will establish the pupil's individual history and decide whether to carry out an educational assessment to confirm strengths and weaknesses. Parents will be



informed and the assessment carried out. Feedback will then be given to the pupil, parents and staff.

- Pupils may already have been identified before transition to senior school.
- During the first half term all Year 7 pupils are screened for literacy skills. Pupils whose reading, writing, spelling or comprehension accuracy is of concern will be identified at this point and provision put into place.
- Once pupils have been identified, Learning Support staff use data from assessments to plan intervention.
- Pupils who have a Learning Support profile will be assessed towards the end of Year 9 to ascertain if they meet the criteria for Access Arrangements (JCQ regulations apply.)

Provision after assessment – Targeted specialist support

- An Individual Educational Profile (IEP) will be written and made available to staff containing information on the pupils learning profile, their needs in the classroom and relevant strategies for staff.
- The pupil will be required to attend small group lunchtime sessions which will provide specific targeted intervention to support the identified areas of difficulty.
- Much of the work done in the department focuses on the development of literacy and study skills however individual need will dictate provision.
- There are a number of interventions provided by the Learning Support department and a decision is made based on need. The interventions vary in length.
- Pupils are monitored to track progress and provision may be changed according to need.
- There is a clear process for entry and exit from LS intervention – this is based on need and progress.

Referral for Education, Health and Care Plans (EHCPs)

Statements of Special Educational Needs have been replaced by Education, Health and Care Plans. If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the school believes that it has taken every step possible to support the pupil but is unable to provide the level of support needed alone.

The decision to make a referral to the Local Authority to begin the process will be taken at a meeting with parents, the Head teacher and the Head of Learning Support.

The application will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo (Head of Learning Support)
- Head teacher



- Matron

Arrangements for co-ordinating SEND provision

The SENCo will hold details of all information, records and IEPs for individual pupils.

All staff can access:

- The school SEND/LS policy.
- A copy of the SEND/LS register.
- Information on individual pupils SEND/LS needs including IEP's.
- Practical advice, teaching strategies, and information about the different types of SEND/LS need which may affect any pupil.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND/LS provision. In this way, every member of staff will have complete and up-to-date information about all pupils with SEND/LS needs and their requirements which will enable them to provide for the individual needs of all pupils.

Reviewing Procedures

- IEPs are issued at the beginning of the year and reviewed regularly.
- Exam results and reports also provide evidence for reviewing pupils' progress for pupils on the schools SEND/LS register.

Entrance Exam

For pupils who have been formally assessed by an Educational Psychologist or an appropriately qualified specialist, the report should be sent to the school prior to the entrance exam. Extra time may be awarded in line with the recommendations of the report.

Consideration will also be given by the Head when he or she is making decisions on the overall performance of each candidate prior to the issue of results.

Provision for External examinations

'Access Arrangements must not give candidates an unfair advantage. They are intended to meet the candidate's particular need without affecting the integrity of the assessment.'

(JCQ)

For external examinations, pupils who fulfil the strict criteria are allowed the provision of Access Arrangements. These are granted by the Joint Council of Qualifications. There are various Access Arrangements including the provision of extra time. Other arrangements may be awarded appropriate to the needs of the individual.

Access Arrangements now cover 4 broad categories of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)



- Sensory and Physical

In Year 9 pupils who have had a previous assessment or are of concern will be assessed by the Head of Learning Support to ascertain if an application for Access Arrangements should be made to the Joint Council for Qualifications for GCSE examinations. When necessary an application is made to the examination boards in Year 10.

On transition from year 11-12 pupils who have Access Arrangements may be reassessed by an Educational Psychologist, at a cost to parents, to facilitate a smooth transition to university.

Pupils who qualify for Access Arrangements must attend Learning Support lessons to acquire the skills and strategies needed at this crucial time in their education.

Use of a word processor as an Access Arrangement

There are strict criteria for the Head of Learning Support to permit the use of a word processor (on which the spelling and grammar check has been disabled) for Access Arrangements. (See Policy on use of Word Processors in school).

Pupils with EAL

The identification and assessment of the needs of pupils for whom English is an additional language requires particular care. During the admissions process information regarding the pupil's language/literacy profile is requested. Pupils are monitored for progress by the Learning Support department. If concerns are raised by subject staff regarding abilities either in verbal and/or written skills, the Head of Learning Support will establish whether the difficulties they have are due to limitations in their command of the English language or arise from a special educational need. An assessment may be carried out and the pupil may be offered individual lessons which contain EAL specific work.

Supporting Pupils with Medical Conditions and/or Social, Emotional and Mental Health (SEMH)

Various Access Arrangements are available to support pupils with medical conditions and/or social, emotional and mental health. These can be applied for by the Head of Learning Support on receipt of evidence from a specialist/consultant (not GP).

Training and Resources

- Staff in the Learning Support department are given training both in-house and from external providers' in order to keep abreast of current legislation, practice and to improve knowledge.
- Staff in school are encouraged to attend specific training in anticipation of the needs of pupils arriving or transferring.
- The Head of Learning Support gives Inset when required to the whole school or individual departments.



- The Head of Learning Support gives induction training annually to new staff joining the school.

Physical Accessibility

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the Foundation's Disability Accessibility Plan from the Foundation website or the Governors' Office. This shows the ways in which we have already and plan further to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Links with Parents / External links

- The Learning Support department strongly encourages a Parent/School partnership.
- The Learning Support department is committed to involving and informing parents about the progress of their child.
- Parents are given information about concerns and invited to discuss assessments.
- Parents are advised and encouraged to participate in activities to boost their child's progress, thus reinforcing the home/school partnership.
- External links with parents through Parents' evenings and organised meetings.
- At key transitional points e.g. Year 6-7 and Year 10-13 parents are encouraged to seek the advice and support of the Learning Support department and sometimes outside agencies.
- Educational Psychologists are used throughout the school when deemed necessary. In year 12 parents of pupils who have qualified for Access Arrangements at GCSE are advised to have an Assessment by the Educational Psychologist in order to facilitate the smooth transfer to university. Parents are asked to agree to fund the cost of this assessment.
- Consultants may be used for Inset training and departmental support.
- Support and advice from external agencies and the Local Authority is sought when required.
- Membership of NASEN, PATOSS, DYSLEXIA GUILD.

Reviewed and updated ELY January 2017