



**Wakefield Grammar  
School Foundation**

# **SEND POLICY**

## **(Special Educational Needs and Disabilities)**

**Document Control**

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## Contents

Number	Section	Page
	Key Terms	3
1	Aims & Objectives	3
2	Legislation and Guidance	4
3	Definitions	4
4	Departmental Staff & Training	5
5	Roles and Responsibilities	5
6	Monitoring & Referral Arrangements	8
7	Provision in Exams	11
8	Physical Accessibility	12
9	Links with other policies	12
	Appendix 1	13
	Appendix 2	14



## **POLICY for SEND (Special Educational Needs and Disabilities)**

### **Key terms**

SEND (Special Educational Needs & Disabilities)

SENCo (Special Educational Needs Coordinator)

AA (Access Arrangements)

JCQ (Joint Council for Qualifications)

CoP 2015 (Code of Practice 2015)

LS (Learning Support)

IEP (Individual Education Plan)

RA (Reasonable Adjustment)

### **1. Aims and Objectives**

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The schools of Wakefield Grammar School Foundation are academically selective and we welcome all pupils 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 SEND providing that our LS Department can provide them with the provision they require. We do not however, have the facilities to offer highly specialised or intensive interventions.

We advise parents of pupils with SEND to discuss their child's requirements with the school before sitting the entrance exam so that the school can make adequate provision. Parents should provide copies of any assessments or medical reports.

On entry, each pupil with an identified SEND requires special consideration. If appropriate, adjustments will be put in place. We will discuss with parents the adjustments that can be reasonably made for their child before they accept a place at the school.

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. We offer 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 (academic & pastoral).
- Relevant staff training on SEND to support awareness, identification and provision.



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- Robust, early SEND identification procedures and assessment/review of needs to support progress and positive mental health
- IEP for each pupil with SEND which is shared with staff via SIMS.
- Regular communication and involvement with parents and pupils in addition to parent's evenings to boost the home/school partnership.
- Implementation of targeted 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 AAs
- Support for SEND pupils to access a broad and balanced curriculum supporting them to become independent in their skills.
- Ensure that no child is discriminated against, in any area of school life, on the basis of their disability (Equality Act 2010).
- Provision of a caring, supportive environment.
- Regular maintenance of SEND pupils' records.
- Whole Foundation screening of pupils at Y7 and Y9 using LUCID Exact
- Use of MiDYIS grades to support understanding of a pupils learning profile
- New to school screening for pupils joining the Foundation from Y10 onwards
- AA screening for students at Y9 who have demonstrated the need for additional support in school. This support will have resulted in a normal way of working that may require a reasonable adjustment in tests, assessments and examinations. This will be in line with the rules and regulations laid down by the JCQ
- To create parity of provision for all pupils in the Foundation

### **2. Legislation and guidance**

This policy is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* and the following legislation:

*Part 3 of the Children and Families Act 2014* which sets out schools' responsibilities for pupils with SEND and disabilities

*The Special Educational Needs and Disability Regulations 2014*, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **3. Definitions**

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or



## Wakefield Grammar School Foundation

- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

#### **4. Departmental staff & training**

Our Learning Support Department is staffed by qualified teachers with specialist knowledge, skills and training. They are able to provide support for each pupil with a specific learning difficulty.

Foundation Director of Learning Support/SENDCo

Mrs V Gardiner (Access Arrangements Assessor/SENDCo Award)

Teachers of Learning Support

Mrs E Taylor

Mrs S Armson (Access Arrangements Assessor)

Mrs L Barrett

Ms A Beall

Mrs A Walters

- LS staff attend 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 Director of LS gives INSET when required to the whole school or individual departments.
- The Director of LS gives induction training annually to new staff joining the school.
- Membership of NASEN, PATOSS, Communicate-ed and Dyslexia Guild

#### **5. 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 2015, The Equality Act 2010, The Children and Families Act 2014.

##### **The SEND Governor will:**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this



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- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **The Head will:**

- Establish appropriate staffing.
- Keep the Governing Body informed of procedures in the LS Department.
- Have an overview of the Department.
- Ensure that SEND is considered from a whole school perspective.
- Ensure that pupils are not treated less favourably within the school (Equality Act 2010.)
- Ensure that the SEND Policy procedures are in place and being carried out across the school.
- Be familiar with the JCQ regulations regarding Access Arrangements.
- Monitor that each child is receiving their entitlement.
- Have an overview of staff training in regard to SEND.

### **The Deputy Head, Academic will:**

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

### **The Director of Learning Support (SENDCo)**

The Director of LS is the person responsible for the day-to-day coordination of the SEND provision and will:

- Determine strategic development of SEND policy and provision.
- Co-ordinate provision for pupils with SEND needs.
- Liaise with staff on all matters relating to SEND and give guidance on current legislation.
- Maintain the school's SEND register and records.
- Liaise with parents and pupils.
- Provide In-service training for staff to improve understanding and knowledge of strategies to identify and support pupils who may have SEND.
- Liaise with external agencies.
- Maintain SEND resources.
- Communicate departmental policy to Parents through parent's evenings, individual meetings or telephone calls, whenever appropriate.
- Contribute to whole school planning and evaluation of SEND provision.



## Wakefield Grammar School Foundation

- Have the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act 2010).
- Be responsible for provision of assessment and exam Access Arrangements.
- Gather evidence to support 'Normal Way of Working' in support of JCQ Access Arrangement applications.
- Liaise with subject staff to ensure the provision of reasonable adjustments within the classroom so that no pupil is disadvantaged.
- Establish, monitor, review and update IEP's (These will be issued to staff annually and reviewed regularly.)
- Liaise with feeder schools to give or receive relevant information on pupils.
- Ensure the smooth transition of SEND pupils and transfer of information from junior school to senior school.
- Ensure the smooth transfer of 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 register, including their IEPs.
- Ensure that pupils with Access Arrangements are supported by having their entitlement made available as often as is reasonably possible in order to establish 'normal way of working'. This will be recorded and shared with the Director of LS.
- Review pupils of concern as part of the 'Graduated Approach' at departmental meetings and inform the HOY and Director of Learning Support if necessary.
- Review pupils on the SEND register at departmental meetings termly and inform the Director of Learning Support if there are any concerns.
- Ensure that evidence is collected to support the RAs awarded to pupils in their subject. This evidence will be stored in SIMS

### **Heads of Year will:**

- Monitor pupils in their year groups who are of concern because of lack of expected progress.
- Have an overview of multiple concerns and liaise with the Director of Learning Support when necessary.

### **Teachers (Including cover/supply) will:**

- Have regard for the SEND Policy.
- Access all information regarding pupils' needs via SIMS.
- Have responsibility and accountability for the progress and development of the pupils in their class, including where pupils access support from specialist staff. (CoP 2015 - 6.36)
- Follow a cycle of Assess-Plan-Do-Review for SEND pupils

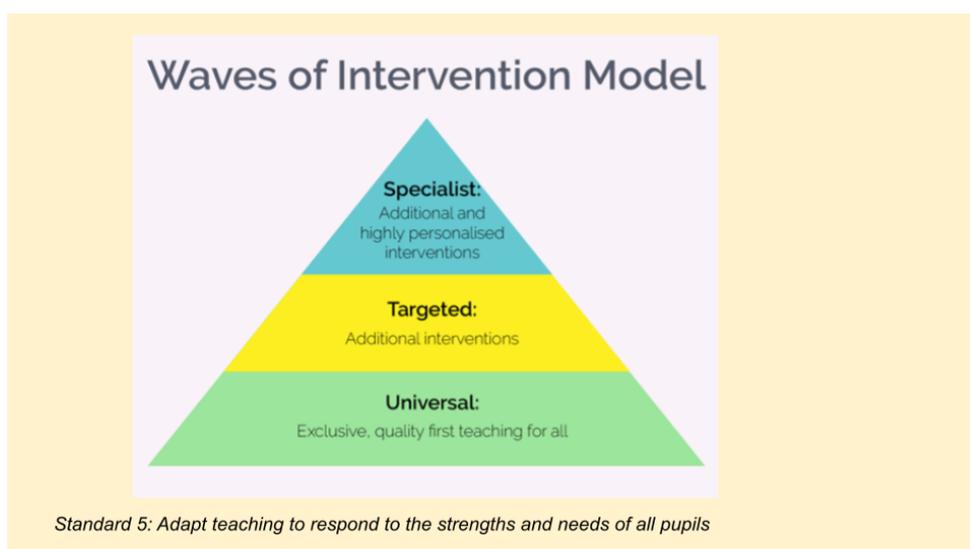


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- Monitor concerns about individual pupils, and in conjunction with quality first teaching use differentiation and other strategies to remediate.
- Inform parents at the earliest opportunity if their interventions are not successful.
- Support the use of equipment to enable access to the curriculum.
- Provide reasonable adjustments in the classroom appropriate to individual need, e.g. extra time, live speaker, use of word processor, rest breaks, etc.
- Monitor pupils on the 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.

### 6. **Monitoring & Referral Arrangements** (see appendix 2)

#### 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 quality first teaching 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 Director 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 LS is made via appropriate documentation.



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- 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 an LS Identification referral form will be completed recording areas of concern.
- Pupils may be referred on transition to senior school.
- Pupils may be referred during the admissions process.
- Pupils may be referred through parent or pupil concerns.
- Pupils may be referred through data provided by Midyis and screening 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 / Assessments**

- When a pupil is referred, the Director of Learning Support in conjunction with subject staff will establish the pupil's individual history and decide whether to carry out an educational assessment. 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, LS staff use data from assessments to plan intervention.
- Pupils who have an LS 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 IEP will be written and made available to staff containing information on the pupils learning profile, their needs in the classroom and relevant strategies.
- 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 LS 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.



### **Referral for Education, Health and Care Plans (EHCPs)**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process to establish the need for an EHCP. This 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 Director of Learning Support.

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

- Parents
- Teachers
- SENDCo
- Head teacher
- Matron

### **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 LS department. If concerns are raised by subject staff regarding receptive and/or expressive language skills, the Director 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 possible SEND need. An assessment may be carried out and the pupil may be offered individual lessons which contain EAL specific work.

### **Arrangements for co-ordinating SEND provision**

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

All staff can access:

- The school SEND policy.
- A copy of the SEND register.
- Information on individual pupils SEND needs including IEP's.
- Practical advice, teaching strategies, and information about the different types of SEND 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 provision. In this way, every member of staff will have complete and up-to-date information about all pupils with SEND 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.



## Wakefield Grammar School Foundation

- Exam results and reports also provide evidence for reviewing pupils' progress for pupils on the schools SEND register.
- Staff follow a cycle of Assess-Plan-Do-Review on a regular basis.

### **7. Provision in Exams**

#### **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.

#### **External examinations**

In accordance with The Equality Act 2010 and the JCQ regulations, we are committed to ensuring that all pupils have a fair opportunity to demonstrate their abilities in assessments and 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 JCQ. 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 Director of Learning Support or an assessor with whom the centre has an 'established working relationship' to ascertain if an application for Access Arrangements should be made to the JCQ for GCSE examinations.

Access Arrangements for pupils who remain in the 6<sup>th</sup> form at WGSF will continue for A Levels provided the Director of Learning Support can provide ongoing evidence of need and compliance with the JCQ rules that are updated every August.

In Y13 pupils who have Access Arrangements may be reassessed by an Educational Psychologist, at a cost to parents, to facilitate an application for DSA and a smooth transition to University.

Pupils who qualify for Access Arrangements should attend LS lessons to acquire the skills and strategies designed to support their specific needs.



## Wakefield Grammar School Foundation

### **Use of a word processor as an Access Arrangement**

There are strict criteria for the SENCo 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).

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

Various Access Arrangements are available to support pupils with medical conditions, physical disabilities and/or social, emotional and mental health difficulties. These can be applied for by the SENCo using either signed external specialist reports (not GP) or centre-based evidence to support the application. Please refer to the school Mental Health policy for additional information.

### **8. 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.

### **9. Links with other policies**

Accessibility Plan

Admissions Policy

Behavioural Policy

Bullying Policy

Mental Health Policy

Word Processor Policy



**Appendix 1**

Area of Need	Wave 1 <b>Quality First Teaching (teacher led)</b>	Wave 1+ Quality First Teaching (teacher led) PLUS intervention support (Pre Prep + JS)	Wave 2 LS Support	Wave 3 External Agencies
Cognition and Learning	<ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Targeted TA support in class</li> <li>• <b>Metacognition</b></li> <li>• Study skills (small group)</li> <li>• Study skills 1-1</li> </ul>	<ul style="list-style-type: none"> <li>• TA interventions - individual or small group</li> <li>• Focussing on gaps in literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Catch up</li> <li>• TA interventions</li> <li>• Structured Literacy</li> <li>• Maths - DANS</li> </ul>	Educational Psychologist Speech and Language Occupational Therapists Physiotherapists
Communication and Interaction	<ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Now, next and later (<b>pencils</b>)</li> <li>• Talking partners</li> </ul>	<ul style="list-style-type: none"> <li>• TA interventions - individual or small group</li> <li>• Focussing on pastoral and communication</li> <li>• Intro to zones of regulation / time to talk / black sheep</li> </ul>	<ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Social Stories</li> <li>• Talking mats</li> </ul>	Educational Psychologist Speech and Language Occupational Therapists
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Circle Time</li> <li>• Now, next and later</li> <li>• Modeling behaviour</li> <li>• <b>Talking Mats</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral leader interventions - individual or small group</li> </ul>	<ul style="list-style-type: none"> <li>• Zones of regulation</li> </ul>	Educational Psychologist Speech and Language
Sensory and Physical	<ul style="list-style-type: none"> <li>• <b>Handwriting programme (whole class)</b></li> <li>• Funky fingers</li> <li>• Crossing the midline</li> <li>• Large arm movements</li> <li>• <b>Move and sit/weighted cushions</b></li> </ul>	<ul style="list-style-type: none"> <li>• TA interventions - individual or small group</li> <li>• Focussing on fine motor skills / gross motor skills, handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• LS Speed up programme</li> <li>• Handwriting intervention</li> </ul>	Occupational Therapists Physiotherapists



Appendix 2

Graduated response to SEND identification

