

QEGS SENIOR SCHOOL
POLICY ON SEND, LEARNING SUPPORT & EAL
May 2018

This policy adheres to the overarching principles outlined in the school's Curriculum Policy with reference to its aims, Prevent Duty, British Values, AG&T and SEND, 2010 Equalities Act.

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 government guidelines and advice.

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 SEND 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 school in relation to provision

Queen Elizabeth Grammar 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 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. We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make

progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' - The Equality Act. 2010)

Commitment to the school, 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;

- Identification and assessment of individual needs
- Communicating with parents and pupils
- Designing individual learning programmes
- Advising and working with colleagues (academic and pastoral)
- Liaising with external agencies
- 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.

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 physical and 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 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 whilst at the same time raising aspirations and encouraging independence
- To ensure that pupils' records are maintained securely and include information relating to their individual needs, assessments and interventions (General Data Protection Regulation May 2018)

ROLES and responsibilities

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 and the General Data Protection Regulation (May 2018)

Head Teacher

- Will have the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act)
- 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 keep the Governing Body informed of procedures in the Learning Support Department.
- Will establish appropriate staffing.
- Will have an overview of staff training in regard to SEND
- Will reserve the right to make an extra charge for extended support.
- Will ensure that Learning Support is considered from a whole school perspective

Deputy Head Teacher

- Will ensure that the SEND/Learning Support Policy procedures are in place and being carried out and adhered to across the school.
- 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 the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act 2010)

Head of the Learning Support Department. (SENDCO)

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 and advise staff.
- 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 an LS need.
- Will liaise with external agencies.
- Will give guidance on current legislation.
- Will maintain Learning Support resources.
- Will communicate department policy to parents through parents' evenings, individual meetings or telephone calls, whenever appropriate
- Will contribute to whole school planning and evaluation of LS provision.
- Will have the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act).
- Will be responsible for provision of assessment and exam arrangements
- Will be responsible for the provision for pupils (visual, speech/language / SPLD) who may need reasonable adjustment (Equality Act).
- Will provide, monitor, review and update Individual Educational Profiles. These will be issued to staff annually to inform on pupil's needs and reviewed with staff and pupils twice a year.
- 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 other schools, colleges.

Heads of Departments

- 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 in the classroom 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 and inform the SENCO if there are any concerns.

Heads of Section/Heads of Year.

- Will monitor pupils in their year groups who are of concern because of lack of expected progress.
- Will review pupils of concern as part of the 'Graduated Approach' at Year Group meetings and inform the HOS and Head of Learning Support if necessary.
- Will review pupils on the SEND/LS register and inform the SENCO if there are any concerns.
- Will have an overview of multiple concerns within subject areas and liaise with the Head of Learning Support when necessary

Teachers will:

- Have regard for the SEND/Learning Support Policy
- Access all information regarding pupils' needs including IEPs.
- 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)
- 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
- Allow extra time and opportunities for completion of tasks for pupils who require this adjustment
- 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.

The Learning Support Dept staff:

There are five members of staff in the Learning support department:

Mrs S Monk - Head of Learning Support

Mrs S Armson

Mrs V Gardiner

Mrs E Jenkins

Mrs E Taylor

Identification of an SEND/LS Need

- Pupils may already have been identified before transition
- Pupils may be identified during the admissions procedures
- Pupils may be identified through teacher, parent or pupil concerns.
- Pupils are tested on entry into Year 7 in spelling and reading skills. Pupils whose reading, spelling or comprehension accuracy is of concern will be identified at this point and provision put into place
- Pupils may be identified through data provided by MIDYIS
- Once pupils have been identified Learning Support staff use data from tests and reports to identify any discrepancy between performance and potential.
- Pupils who have an LS profile will be assessed during Year 9 to ascertain if they would meet the criteria for Access Arrangements (JCQ regulations apply)

Identification of pupils needs – a graduated approach Quality first teaching

- Any pupil that is falling significantly 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.
- 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, and the LS Department will be notified, if appropriate.
- Differentiated learning opportunities will be employed by the subject teachers that will aid the pupil's academic progression.
- The Heads of Department and/or The Head of Year/Section will be consulted as necessary during this graduated approach
- The Head of Learning Support will be consulted as needed for support and advice.

Targeted Support

- Pupils may be offered small group clinics in individual subjects in order to focus on particular difficulties

Assessments

If, after quality first teaching, differentiation and other strategies have failed to improve outcomes then the subject teacher/pastoral staff may refer the pupil to the Head of Learning Support.

If after consultation with the subject teachers it is decided that a pupil requires an assessment of need, then an assessment will be carried out.

Provision after assessment – Specialist support

- If a specific learning difficulty is diagnosed, a meeting or phone call will be arranged by the Head of LS with parents (which may include the Head of Year) to discuss the results of the assessment.
- If the assessment highlights a discrepancy in a pupil's learning profile, then the pupil may be offered individual or small group interventions
- An IEP will be written and made available to staff containing information on the pupil's learning profile
- There are a number of interventions provided by the Learning Support Department and a decision is made based on need, as appropriate.
- The Ls department aim to use each pupils' strengths to address any weaknesses and encourage pupils to build on these strengths.
- 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 EHC Plans/Statements

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 Headmaster and the Head of Learning Support.

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

- Parents
- Teachers
- SENCo
- Head teacher
- Matron

Arrangements for co-ordinating SEND provision. (Please see Appendix 1)

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

All staff can access via a password protected drive: (GDPR May 2018)

- The school SEND/LS policy:
- A copy of the SEND/LS register:
- Information on individuals pupils' special educational / LS needs including IEPs

- Practical advice, teaching strategies, and information about types of special educational / LS needs and disabilities

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 special educational /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 these are reviewed annually with pupils (pupil voice) and LS staff.
- Exam results and reports also provide evidence for reviewing pupils' progress for pupils on the schools SEND/LS register

Entrance Exam

If pupils have a disability then parents should inform the school in advance of the entrance exam so that reasonable adjustments can be accommodated. For pupils who have been formally assessed by an Educational Psychologist the report should be sent to the school prior to the entrance exam. 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:

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.

'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)

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. Parents are informed of this process at Parents evening during that year.

On transition from Y11-12, 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.

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 word processors 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 has been disabled) for Access Arrangements. (Use of Word Processor Policy 2018)

Pupils with EAL

The identification and assessment of the needs of pupils whose language is not English requires particular care. Where there is uncertainty about an individual, the teacher/ HOY will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from an additional need or special educational need. The teacher / HOY, after consultation with the Head of Learning support may request an assessment. After diagnostic assessment the pupil may be offered individual lessons which contain EAL specific work.

Supporting Pupils with Medical Conditions: (See First Aid Policy)

Training and Resources

- Staff in the LS 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 supported 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.

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 son's progress, thus reinforcing the home/school partnership.
- External links with parents through Parents' evenings and organised meetings.
- Parents are invited to attend sessions in the LS department specifically aimed at improving revision skills and UCAS applications in order that they can provide support at home.

- 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.

Data Protection

- All records on SEND/LS pupils, both digital and paper copies, are stored securely and accessible only by a locked filing cabinet or a password protected drive.
- In line with the recommendations of the GDPR and ISBA all SEND or LS records will be kept for the required timescale. (Data Retention storage and disposal policy.)
- All pupils with Access Arrangements are required to sign a Data Protection Form supplied by the JCQ.

Stephanie Monk May 2015

Revised May 2018 -Stephanie Monk Head of Learning Support.

SEND Intervention flowchart – QEGS SS (Appendix 1)

