

THE GRYPHON SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

First Published: July 2014
Updated: July 2015, July 2016, July 2017, June 2018
Reviewed: July 2019
Next review: September 2020

Author: Nicki Edwards, Sarah Darlington



The Gryphon School

Policy on Special Educational Needs and Disability

Table of Contents

1	Introduction and Definition	3
2	Aims	Error! Bookmark not defined.
3	Objectives	3
4	Roles and Responsibilities for SEND provision	4
4.1	<i>The Governing Body</i>	4
4.2	<i>The Headteacher</i>	4
4.3	<i>The Special Educational Needs Coordinator (SENCO)</i>	4
4.4	<i>Teaching Staff</i>	4
5	Admission Arrangements	4
5.1	<i>Special Arrangements Assisting Access to the school for Students with SEND</i>	5
6	Identification, assessment and provision for students with special educational needs	5
6.1	<i>Identification</i>	5
6.2	<i>Learning Support Referral:</i>	5
6.3	<i>Provision</i>	6
6.4	<i>Coming off the SEND register</i>	6
6.5	<i>Supporting Students with Medical Conditions</i>	6
7	Partnerships	6
7.1	<i>Partnership with students</i>	6
7.2	<i>Partnership with Parents</i>	6
7.3	<i>Partnership with the Local Authority</i>	6
7.4	<i>Partnerships with partner primary schools</i>	7
7.5	<i>Transition to Further or Higher Education</i>	7
8	Continuing Professional Learning (CPL) & Communication of SEND Information	7
9	Links with other agencies	7
10	SEND Information	7
11	Accessibility	7
12	Arrangements for Considering Complaints about SEND Provision within the school	8
13	Arrangements for review and evaluation of success	8

Gryphon School Policy on Special Educational Needs and Disability

1 Introduction and Definition

This policy document is linked to, and supported by many other school policies, particularly the school's policies on inclusion, behaviour, bullying, gifted and talented, medical and disability needs and curriculum area policies. It is also supported by the Special Educational Needs and Disability Information Report and the School Offer, part of the Local Offer.

'A pupil has special needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' Special Educational Needs and Disability Code of Practice, 2014.

Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught. However, support will be available and should a student have difficulties not related to their second language skills, these will be identified and met under the SEND policy.

Special educational provision means provision which is additional to, or otherwise different from the educational provision made generally for children of their age in academies and schools maintained by the Local Authority (other than special schools) in the area.

2 Intent

All students are entitled to a broad and balanced curriculum. In order to meet the legal provision for students with Special Educational Needs and Disability (SEND), the governors of the Gryphon School agree on this written institution policy statement on special needs.

We seek to provide maximum opportunities for all our children across the whole range of abilities, from all cultures and genders. Our firm belief is that all children should be valued equally, irrespective of their differences, but at the same time we appreciate the need for treating them all as individuals. It is our intention to promote and develop a whole-school policy in the Gryphon School through which we can promote inclusion and provide the appropriate support to ensure that all students achieve their full potential and prepare for adult life through effective learning.

3 Objectives

To ensure that the school uses its best endeavours to ensure:

- Students with SEND are the shared responsibility of all staff in line with the Code of Practice (2014) and the Standards for Teachers (2014).
- All students have a broad and balanced curriculum which is differentiated to enable maximum progress.
- There is a flexible, graduated structure of provision, according to the Code of Practice 2014, and appropriate resourcing for meeting SEND.
- Students with SEND receive inclusive education where their needs are met within the least restrictive environment with particular regard to the Special Educational Needs Code of Practice, 2014 and the Equality Act, 2010.
- Parents are involved as partners in the education of their children.
- All governors and staff have maximum awareness of SEND and appropriate training to enhance their professional skills.

4 Roles and Responsibilities for Implementation of SEND provision

4.1 The Governing Body

The Governing body's responsibilities are to:

- Determine the school's general policy and approach to provision for children with SEND.
- Establish appropriate staffing and funding arrangements.
- Appoint a governor with special responsibility for SEND to monitor closely provision in the school.
- Publish the Special Education Needs and Disability Information Report and School Offer annually on the school's website.
- Update SEND policy in consultation with the SENCO.
- Link with the Local Authority's Local Offer.
- Oversee the SEND budget in consultation with the appointed SEND Governor, the Headteacher, Senior Leadership Team (SLT), and the SENCO.

4.2 The Headteacher

The Headteacher manages all aspects of the school's work, including provision for those children with SEND. The Headteacher manages the SEND budget in consultation with Governors, SLT and the SENCO.

4.3 The Special Educational Needs Coordinator (SENCO)

The SENCO has an important role to play with the headteacher and governing body in determining the strategic development of SEND policy and provision in the school. In addition, the SENCO has day-to-day responsibility for the operation of SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have Education and Healthcare Plans or Statements. The SENCO provides professional guidance to colleagues and will work closely with staff, parents or carers and other agencies. The SENCO is aware of the provision in the Local Offer and works with professionals, some of whom work within the school, providing a support role to families to ensure that students with SEND receive appropriate support and high-quality teaching.

The SENCO is supported in her role by the Learning Support Team and line-managed by the Headteacher. The SENCO also liaises with a range of agencies, some of whom work within the school.

4.4 Teaching Staff

'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.' (COP, 2014) Learning Passports are available to all staff for children receiving SEND Support so that they are aware of a student's learning programme and of the individual targets that have been set.

5 Admission Arrangements

The School applies SENDA (2001), which puts institutional responsibilities on schools and Local Education Authorities. These key duties are reinforced in the Equalities Act (2010) and the Children and Families Act (2014). They are:

- To prevent discrimination and to promote disability equality and equality of opportunity.
- To make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage.

These duties cover admissions, education and exclusions.

The school provides facilities to give access and full inclusion to physically disabled students. The Learning Support Department aims to cater for a wide range of SEND, with appropriate support from the Local Authority when the available resources cannot meet the identified needs of the students concerned.

5.1 Special Arrangements Assisting Access to the school for Students with SEND

The Student Family Guidance Centre is a specialist base which provides support for students with a wide range of SEND. This includes a therapy room, specialist teaching areas, the Blue Room and space for intervention and nurture group work.

There are also facilities in other areas of the school for those with physical disabilities e.g. wheelchair access, lifts, disabled toilets. In addition, all classrooms are equipped with a range of ICT.

Arrangements are made for students who cannot follow the normal PE curriculum to enable them to participate in physical activity.

6 Identification, assessment and provision for students with special educational needs and measuring impact

6.1 Identification

We work closely with the partner primary schools through visits, gathering information about the current provision for students with SEND and their needs. There is a programme of induction, initial testing and ongoing assessment as required. Students on the SEND register are regularly assessed for review purposes and parents involved. The Assistant Head, Pastoral and Community, works with the SENCO and Principal Learning Mentor to ensure that transition is planned, mapped and reviewed.

Within school, class teachers make regular assessments of progress for all students. From these assessments, it is possible to identify students who are not making expected progress. Indicators could include progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the gap.

The school uses a graduated approach to assessment of SEND. First, high quality teaching is targeted at the student's area of weakness; if progress continues to be less than expected, the class teacher, working with the SENCO, will assess whether the student has SEND. This includes consultation with parents and students. External support agencies are consulted as appropriate. Impact is measured in a range of ways and recorded on the school's provision map and published as an appendix to the SEND Information Report.

Concerns raised by parents/carers and the student will be listened to and addressed using the school's graduated approach to identification of SEND.

6.2 Learning Support Referral:

A student's difficulties are recorded on the Code of Practice register in line with the Student Level Annual School's Census (PLASC) system of categorisation. Students are also placed on the Gryphon School Code of Practice register as SEND Support Part 1 (SS1). These are students with Statements or Educational and Healthcare Plans (EHCP) and students categorised as SEND Support.

In addition, the school has its own second category, SEND Support Part 2 (SS2) listing students whose needs are noted.

6.3 Provision

The school follows the graduated approach to SEND support. This takes the form of a four-part cycle of 'assess – plan – do – review'. Decisions and actions are revisited, refined and revised as it becomes clear what supports the student in making good progress and securing good outcomes. The school draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of students. Impact is measured in a range of ways and used to inform further provision.

6.4 Coming off the SEND register

A student will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some students, it is possible that they will dip in and out of additional support throughout their school experience.

A student with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a student no longer requires the special education provision as specified in the EHC Plan. However, a student's progress will continue to be monitored by using the school's tracking systems.

6.5 Supporting Students with Medical Conditions

The Gryphon School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that we are expected to make reasonable adjustments in order to accommodate [children] who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

7 Partnerships

7.1 Partnership with students

All students, including those with SEND are fully involved in all aspects of the life of the Gryphon school. Wherever possible, students with SEND are actively involved, at an appropriate level, in discussions about their Learning Passports.

7.2 Partnership with Parents

Parents are invited to be involved in the progress of their child through meetings, letters and phone calls.

7.3 Partnership with the Local Authority

Whilst the school is an academy and therefore independent of Local Authority control, there is an obligation to work in partnership with the Local Authority in matters concerning students with SEND. The school has to inform the Local Authority of any major changes that are needed to a student's Statement of SEND or Educational Health Plan, e.g. disapplication from the National Curriculum or additional resources.

7.4 Partnerships with partner primary schools

Communication and sharing of ideas is vital for a smooth transition of students moving from primary to secondary education. The Principal Learning Mentor and the SENCO liaise with the primary SENCOs in order to receive vital information on special needs and provision in order to ensure support is targeted at an early stage.

7.5 Transition to Further or Higher Education

Careful guidance is provided to all students to ensure that they make successful transition to FE/HE or to another school if they are doing in-year transfers. Independent advice is available from our Careers Officer.

8 Continuing Professional Development (CPD) & Communication of SEND Information

The SENCO initiates and plans whole-school training on specific special needs and this is carried out in conjunction with the CPD Coordinator. The SENCO also offers support and guidance with differentiation and strategies to improve outcomes for students with SEND to individual teachers, departments and year teams on a formal and informal basis as required. In addition, the SENCO runs a training programme with teaching assistants and offers individual support and guidance to teaching assistants as required.

At the beginning of each academic year, the Learning Support department updates the Code of Practice Register, including information on those students with SEND, students in receipt of Pupil Premium, students who are 'Looked After', students with English as an Additional Language (EAL) and young carers. This information is available to staff on the MIS, Progresso.

9 Links with other agencies

Throughout the year, the students' progress is reviewed with parents. When appropriate, other agencies visit the school to assess the students. There is a monthly multi-agency meeting to discuss students of concern.

10 SEND Information

The Gryphon School presents its SEN information in three ways:

1. by information placed on the school website which can be found at <http://www.gryphon.dorset.sch.uk/parents/care-and-support/sen/>
2. by following the link from the school website to the local authority's Local Offer website;
3. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

11 Accessibility

The Gryphon School publishes its Accessibility Plan on the school website; this information can be found at <http://www.gryphon.dorset.sch.uk/parents/care-and-support/sen/>. Further information about our school's accessibility can be found on the local authority's Local Offer website.

12 Arrangements for Considering Complaints about SEND Provision within the school

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

There is a school policy that outlines the procedures for complaints.

13 Arrangements for review and evaluation of success

The Governing body will review this policy annually after consultation with the Headteacher, SLT, the SENCO and the Governor responsible for SEND. Clear success criteria will be developed based on students' personal and academic progress.