



Special Educational Needs and Disability (SEND) Policy

Rationale

The staff at Bradford Girls' Grammar School have a shared responsibility for identifying and assessing the needs of all pupils to ensure they reach their full potential, by making adequate and appropriate provision.

Keeping Children Safe in Education statutory guidelines 2020 state that children with special educational needs and/or disabilities can face additional safeguarding challenges:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's difficulty/ disability without further explanation;
- Being more prone to peer group isolation than other children
- Pupils with a special educational need and/or disability may be more disproportionately impacted by bullying without outwardly showing any signs;
- Pupils with a special educational need and/or disability face significant communication barriers when making a disclosure.

In response teachers make provision, where necessary, to support individuals or groups of children academically to enable them to access and participate effectively in curriculum and assessment activities. Steps are also taken to fully include these pupils in the life of the school and support them through difficult times. The Principal, Senior Leadership Team, Special Educational Needs Coordinators and Governors ensure that teaching staff are supported and given the appropriate updated CPD in order to achieve this.

This policy complies with the statutory requirements laid out in the SEN Code of Practice 2015 (CoP), with reference to the following guidance and documents:

- Equality Act (2010)
- DfE 'Supporting pupils at school with medical conditions' (2015)
- DfE 'Keeping children safe in education' (2020)
- DfE 'Working together to safeguard children' (2019)
- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2015)
- The Special Educational Needs (Personal Budgets) Regulations (2014)
- Bradford Girls' Grammar School SEND Information Report – available on our website
- Bradford Girls' Grammar School Local Offer – available on our website

Definitions of Special Educational Needs and Disability (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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Identifying SEND

Bradford Girls Grammar School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

Four Broad Areas

The four broad areas identified within the SEN Code of Practice 2015 (p86) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs'. The SEN needs have been grouped into the broad areas below,

Communication and interaction

- Speech, Language and Communication Needs
- Autism Spectrum Disorders including Asperger's

Cognition and learning:

- Specific Learning Needs including Dyslexia, Dyscalculia, Dyspraxia
- Moderate Learning Difficulties

Social, emotional and mental health difficulties

- Attachment Disorder
- ADHD/ADD
- Social Needs
- Emotional/Mental Health Needs including self-harm, anxiety, eating disorders, alcohol and substance abuse

Sensory and/or physical needs

- Visual Impairment
- Hearing Impairment
- Physical Disability

Many children and young people span more than one category and these should only be used as a rough guide. Children do not necessarily have SEN who:

- Have English as an additional language
- Are a looked-after child
- Have a disability
- Are entitled to pupil premium grant or pupil premium plus
- Have difficulties with attendance
- Have difficulties with punctuality
- Are a child/young person of servicemen/women

This policy ensures that curriculum planning and assessment for those with special educational needs or disabilities takes account of the type and extent of the difficulty experienced by the child, removing barriers to their learning and allowing them to achieve their full potential.

If at any point parents/carers are not fully satisfied with their child's education or the support they receive regarding this, they are entitled to make a complaint in line with the school's complaints procedure.

This policy is provided in accordance with the Children and Families Act 2014 and relates to children, young people with special educational needs (SEN), disabled children, and young people.

Arrangements for Admissions

Admission arrangements for pupils with SEND are set out in the Admissions Policy.

Roles and Responsibilities

Class/subject teachers

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving; every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

The Special Educational Needs Co-ordinators

The Special Educational Needs Co-ordinators manage the co-ordination, strategic development and implementation of the policy. Team meetings afford opportunities for both SENCOs to meet with the Senior Leadership Team and teaching staff to ensure that their roles fulfil the commitment to:

- Oversee the day-to-day operation of the policy;
- Co-ordinate the provision for and develop and implement the responses to children's special needs;
- Advise on the graduated approach to providing SEND support with colleagues, parents and carers;
- Contribute to and manage the records of all children with additional educational needs;
- Monitor school-based assessments and analyse subsequent data that is generated as part of this process;
- Complete the documentation required by outside agencies and the LA;
- Act as the link with parents/carers so that they are actively involved in their child's education;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- Act as link with external agencies and other support agencies;
- Monitor and evaluate the special educational needs provision and report to the governing body;
- Manage a range of resources, human and material, linked to children with additional educational needs.

Roles and responsibilities of other members of staff and the governing body are outlined in appendix 2.

Facilities for Inclusion

Bradford Girls' Grammar School is a fully inclusive school where children have a broad and balanced curriculum and where children with special educational needs/vulnerable pupils are taught alongside their peers.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

School staff respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to provide support to overcoming barriers to learning.
- Planning for children's full participation in learning, and in physical and practical activities;
- Supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Providing appropriate support and allowing all pupils to access their learning through first quality teaching

Pupils have access to the whole premises except the ICT corridor but computers are accessible in other areas of the school. There are disabled toilets and lifts. Reasonable adjustments are made to allow all pupils to access their learning and provide them with the resources they need to be able to participate fully in school life. All children are encouraged to participate in and offered the opportunity to access extra-curricular activities and the wider school life. This is further outlined in the vision for accessibility for BGGs, found in the Equal Opportunities Policy.

Resources

There is a budget for SEND provision for the school. The school uses a range of additional funding including where applicable, pupil premium, to provide high quality appropriate support for pupils with SEND.

The Principal informs the governing body of how the funding allocated to support special educational needs has been deployed and impacted on pupil outcomes.

Support staff are allocated to support children with Education, Health and Care Plans (EHCP) and those with additional needs and vulnerable pupils.

The Vice Principal and the Senior Phase SENCO work closely on the effective allocation of support staff and funds to meet pupils' additional needs, including those with Education, Health and Care Plans (EHCPs). This process is conducted in Lady Royd Primary between the Head and the Primary Phase SENCO. The SENCOs and SLT liaise in producing the self - evaluation form and school improvement plan, both of which are linked to the Phase Provision Map to strategically improve inclusion across the school and outcomes for all pupils.

Identification, Assessment and Provision

The School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

A provision map / intervention map outlines all SEN support and is updated each term.

SEN Support – Graduated Approach

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, an initial concerns checklist is completed and discussed with the SENCO.

This stage focuses on high-quality teaching targeting the pupil's area of weakness. The quality of teaching is monitored rigorously to ensure that as far as possible all pupils' needs are met. Teachers receive regular professional development in SEND to enable them to identify and support pupils who might be encountering problems (appendix 3). Teachers are responsible through quality first teaching for the progress and development of all pupils in their class as required by section 6.27 of the SEND Code of Practice 2015.

Pupils who have an identified area of need that cannot be addressed through Quality First Teaching or targeted intervention undertake additional assessments and may be referred for extra specialist support from a professional outside of the school. This could mean:

- The child has been identified by the class teacher/SENCO (or parents may have raised concerns with school staff) as needing more specialist input in addition to Quality First Teaching.
- Parents will be asked to attend a meeting to discuss their child's needs, their attainment and review provision already in place. This provides an opportunity to share information between school and home which will help in planning the next steps through a holistic approach.
- Based on observations, assessment and discussion with parents the child may be considered to need SEND support. The SENCO will refer to the Bradford Matrix of Need to ascertain the level of need. The Matrix of Need can be found here: <https://bso.bradford.gov.uk/content/send-documentation>
- The SENCO will ask parents for their written consent to put their child on the SEND register in line with the Code of Practice.

Once the school has gathered all the information, we will:

- Establish a clear assessment of the pupil's needs.
- Plan, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implement the interventions, with the support of the SENCO and subject teachers.
- Review the effectiveness of the interventions, and making any necessary revisions.

A child will be taken off the SEND register where the school cycle of 'assess, plan, do, review' clearly shows that either: The needs of the child can be met through 'quality first' provision and/or where academic progress

There a formal written record of each discussion held with the pupil, parents, and any external agencies involved. This is shared with all parties and a copy held for reference. An electronic up to date copy of the Person Centred Plan is held on the school network as required by section 6.71 of the code.

Tiers of Support

Once a pupil's Special Educational Needs and or Disability has been identified they are categorised by tiers (0 to 4) and placed on the SEND register if they are tier one or above. The SENCO produces a Pupil Centred Plan (PCP) for any student that is tier 1 or above that includes all key information and strategies to support them and information for teaching staff to make sure that needs are highlighted and addressed. Each Tier of support is increased to meet the needs of the SEND pupil (appendix 4).

Supporting Pupils and Families

Bradford Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Bradford's Local Offer is available from the following website: www.localoffer.bradford.gov.uk

The school's SEN Information Report, available on the school website, outlines the school's statutory requirement.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Reviewing Education, Health and Care Plans

When reviewing Education, Health and Care Plans the School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.

Supporting Pupils with Medical Conditions

Where a pupil who has a Special Educational Need or disability also suffers from a medical condition their provision will be planned and delivered in a coordinated way with the health care plan. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extracurricular activities, such as school/class trips, performances and after-school clubs. The SENCO liaise with the school nurse in ensuring that a cohesive service is provided. This meets the requirements of section 6.11 of the code, and also The Children and Families Act 2014.

Storing and Managing Information

The following records are kept:

- Pupil Centred Plans – These are written and shared with parents and children and define individual targets and explain how they are to be achieved. Parents receive copies of these.
- Education and Health Care Plans/Statements – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything discussed at the review meetings is summarised and sent to parents.
- SENCOs review results from the Gort 5 Accelerated Reader Star Tests and 20:20 Reading assessments on a regular, termly basis. It helps them to identify where SEN pupils have made progress and to set new targets. These will be shared in the Pupil Centred Plan Reviews.
- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEN Support Plans.

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school are treated as highly confidential and securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

Confidentiality

The school will only disclose any EHC plan with the consent of the pupil's parents/carer:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- To the Principal (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

Access to a Broad and Balanced Curriculum

Small groups or individuals are occasionally withdrawn from the classroom in order to provide more targeted support. Support can be in the form of differentiation, relevant interventions and appropriate challenges as part of first quality teaching to allow all pupils to overcome barriers to their learning. This is shared and discussed in partnership with the subject teacher's/progress leaders. Section 6.73 of the SEND Code of Practice 2015 requires schools to record details of additional or different provision made under SEND support. If any pupil is accessing an alternative curriculum, then their progress is recorded using Management Information System.

Special arrangements in relation to COVID-19

Following the closure of schools from the 23rd March 2020 Government guidelines stated:

- Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan have been risk-assessed in consultation with the local authority (LA) and parents, to decide whether they need to continue to come into school in order to have their needs met, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services.

CPD for Staff

Needs are identified through Performance Management procedures and as part of the SEND improvement plan. CPD will also be planned to ensure staff can meet the particular needs of pupils.

Transition Arrangements

The SENCOs attend annual reviews for pupils who are about to join the school community across the phases, and make arrangements to ensure that needs are met as soon as enrolment takes place (section 6.57 of the code)

Careers Guidance

Under section 6.13 of the code, pupils with a special educational need or disability are entitled to external careers advice just as their peers are. This provision is managed by a Progress Leader. The Senior phase SENCO will exchange information with the advisors prior to them visiting the school, so that appropriate advice and guidance can be given.

Links with Support Services for SEND

The school is in regular contact with outside agencies that help in the assessment and monitoring process of SEND children. They also support the SENCO and staff to ensure provision meets specific needs as identified. These include:

- LA SEN Officer
- Specialist Teachers
- Educational Psychology Department
- Behavioural Support Service
- Learning Support Service
- Speech and Language Therapist
- Occupational Therapist
- School Nurse.
- CAMHS - Child and Adolescent Mental Health service
- Specialist Local Authority support services, including for hearing and vision impairment

Partnership with Parents

The governors annually evaluate the policy in action and its impact on pupil outcomes. Information from this is made freely available to parents/carers. There is named governor who has the specific responsibility for special educational needs.

We encourage parents/carers to make an active contribution to their child's education. Parents/carers may also take advice from the Parent Partnership Service. Any issues in relation to statements are raised at annual reviews, as part of parent/carer consultations or discussed with the SENCO.

We have regular parent/carer consultations to share the progress of special needs children with their parents. We discuss with parents/carers if there is a need for any outside intervention, and we share the process of decision-making by providing clear information relating to the support and education of children with special educational needs and discussing with the parents/carers and children at all stages.

The SENCO meets with parents annually, and information exchanged at these meetings will be formalised as a written report and shared with all parties, as required by section 6.64 of the code. The SENCO has an open door policy and welcomes parents to phone or call into school to discuss any concerns they may have about their child.

Pupil Participation

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school should listen to the views of the pupil.

For pupils with SEND, we aim to involve the pupil in understanding his or her difficulties and what is needed to overcome them. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEND are given the opportunity to contribute to their termly reviews.

Parental Concerns regarding SEND

The school aims to be fair, open and honest when dealing with any concerns or complaint. All complaints are given careful consideration and dealt with as swiftly as possible. There is a clear procedure for complaints. This is found in the school's complaints policy and is available for staff and parents/carers.

Evaluating the Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCOs, the SEND Governor and the Assistant Principal (Inclusion). Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school at including pupils with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Monitoring and Review

The policy is reviewed on an annual basis; any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Last Reviewed September 2020

