

# Graham School Special Educational Needs and Disabilities (SEND) Policy 2018-19

This Policy reflects the Special Educational Need and Disability Code of Practice: 0 to 25 years guidance (2015), the Children and Families Act 2014 and Equality Act 2010. It should also be read in conjunction with other relevant school policies.

## 1. Introduction:

Definition of Special Educational Needs from The Special Educational Need and Disability Code of Practice 2015 and Children and Families Act 2014:

**'A child or young person has special educational needs (SEN) 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 young person has a learning difficulty or disability if he or she:**

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
- b) has 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.**

**For children aged two or more, special educational needs 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 by mainstream schools, maintained nursery schools, maintained post-16 institutions or by relevant early years providers.'**



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## **Disabled Children and Young People:**

The definition of disability is not the same as SEN and it is therefore possible to be disabled under the Equality Act and not have SEND.

**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’.**

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. **Children and young people with such conditions do not necessarily have SEN,** but there is a significant overlap between disabled children and young people and those with SEN.

**Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.**

**The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:**

**‘Schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.’**



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## 2. Rationale:

Graham School is committed to ensuring that all children and young people, regardless of their circumstances are given equal opportunities to achieve their full potential, have positive outcomes and feel valued members of the school community.

The broad aims for the education of children with Special Educational Needs and Disability (SEND) are in no way different from the aims of the school as a whole. There are, however, points that deserve special consideration in order to promote the joint principles of inclusion and equality of opportunity for all our students.

Fundamental to the implementation of this policy at Graham School, is the principle that the education of all students, including those who may have Special Educational Needs and Disability, is the shared responsibility of the whole staff; with particular guidance and monitoring from the School Governors, Headteacher, Senior Leaders, SENCO, Learning Support Manager and Heads of Year.

**At Graham School we recognise that many students will have special educational needs at some time during their school life and in implementing this policy, we believe students will be helped to overcome their difficulties.**

## 3. Aims:

- To ensure that Graham School complies with the requirements of the Children's and Families Act 2014, the SEND Code of Practice 2015 and other statutory guidance.
- To ensure students at Graham School get the support they need.
- To ensure that all students have access to a broad and balanced curriculum.
- That every student with SEND will have high aspirations and opportunities equal to other members of our community
- To ensure all students make expected or better progress towards their individual targets.

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### In line with the Code of Practice 2015, (6.1):

All students at Graham School are entitled to an education that enables them to make progress so they:

- Achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood whether into employment, further or higher education or training

### 4. Objectives (how these aims will be met):

- **Teachers and staff will seek to identify the needs of students with SEN as early as possible in their school career.** This is most effectively done by gathering information from parents/carers, primary schools, education support services, health and care services.
- **Teachers and staff monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **School makes appropriate provision to overcome barriers to learning** for students with SEND.
- **Work in partnership with parents/carers** to gain a better understanding of their child and involve them in all stages of their child's education. This includes informing them of when we are making SEN provision for their child, supporting them in understanding SEN procedures and providing regular feedback on their child's progress.
- **Work with and seek appropriate support from outside agencies** when the needs of the student cannot be met by the school alone.
- **Ensure that SEND students engage in the activities of the school** alongside students who do not have SEN.
- **Create a school environment where students contribute to their own learning and develop independence.** This includes participation in student voice and, where practicable, in decisions affecting their future SEN provision and learning.

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- The SENCO at Graham School is a qualified teacher and is also part of the wider senior leadership team. The SENCO is responsible for co-ordinating SEN provision on a day to day basis.
- The SENCO is Mrs Yvonne Quinn; supported by the Learning Support Manager , Miss Laura Umpleby and The SEND Governor.

### 5. Equality and Inclusion

Graham School makes reasonable adjustments to remove barriers to learning and to prevent students with additional needs being placed at a substantial disadvantage.

### 6. Medical Conditions

Students with medical conditions will have a medical diagnosis but **not all students with medical conditions will have special educational needs**. Where students with medical conditions also have SEN their provision will have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'

### 7. Careers Guidance

All students from Year 8 will be offered careers guidance. Those with Education and Health Care Plans will be offered specialist careers guidance in preparation for transition.

### 8. Identification of SEN

(i) Students on the additional needs/SEND register at Graham School will have needs that cut across the following four broad areas of SEN need as documented below. It is important to note that their primary SEN category may change over time in accordance with their needs.

(ii) As stated in the Code of Practice for SEND 2015, the four broad areas of SEN are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and /or physical

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(iii) It is important to note that the following are not SEN but may impact on progress and will therefore require careful consideration when looking at the child as a whole.

- Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught (EAL).
- Disability alone does not constitute SEN (see definition on page 2)
- Attendance and Punctuality
- Health and welfare (see medical information)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Behaviour is no longer a way of describing SEN- this is instead described as an underlying response to a need.

(iv) Graham School has regard to the requirements of the SEND Code of Practice, 2015. This is a model of action and intervention to help students who have SEND make good progress and successfully access the curriculum. The school recognises there is a continuum of SEN and therefore uses a graduated approach to identifying, assessing and providing for students with SEND.

(v) Students at Graham School, who meet the criteria for SEN, in agreement with parents/carers will be placed on the SEN register. This register is reviewed regularly by the SENCO and Learning Support Manager.

(vi) Graham School uses a single SEN category as stipulated in the SEND Code of Practice, 2015. However, the school recognises the need for a graduated approach to SEN and therefore identifies the different level of need for students on the SEN register.

(vii) As stipulated in the Code of practice, 2015, the single SEN category replaces School Action and School Action Plus.

(viii) For children and young people with more complex needs a co-ordinated assessment of need known as the Education and Health Care Plan 0 to 25 years



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(EHC plan) will replace the Statement of Special Educational Needs.

(ix) It is acknowledged that identification of SEND should be as early as possible in the child's school career.

- **The majority of students will be identified during transition into Year 7:** During assessment and screening, primary liaison meetings with KS2 staff, Year 6 Transition Reviews, information from outside agencies, parents/ carers and support services.
- **For students already in the school** a combination of concerns and or changes may result in the student being placed on the SEND register.
- **Others students may transfer in at a later date with a history of SEN.** An early review will determine whether the student's special educational needs are on-going.
- **A recent diagnosis may be a significant barrier to learning.** This requires additional and different resources.

## 9. SEND Provision

### (i) Universal Provision- Quality First Teaching

- At Graham School: **Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.' Code of Practice 2015 (6.36)**
- At Graham School: **'Every teacher is a teacher of every child or young person, including those with SEND.' Code of Practice, 2015.**
- Quality First Teaching is the baseline for learning for all students. All teachers are committed to reducing barriers to learning for students with SEND by planning work which is appropriately differentiated and includes strategies from the School's Universal Provision Map. **For this reason and in line with the Code of Practice, the majority of students will have their SEN met in class and have access**

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to a broad and balanced curriculum. Where appropriate steps are taken to modify the curriculum and reasonable adjustments are made for disabled students.

- All students are monitored by subject teachers to ensure they are not falling outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries.
- Regular communication takes place between class/subject teachers, TAs, SENCO, Learning Support Manager and Learning Support Administrator, parents and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- Once a student has been identified as *possibly* having SEN they will be closely monitored by subject teachers and form tutors in order to gauge their level of learning and possible difficulties. It is important to note that, 'high quality teaching, differentiated for the individual , is the first step to responding to pupils who have or may have SEN.' **Code of Practice 2015 (6.37)**
- Parents will be informed fully of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- Pupil progress meetings, parent evenings and whole school academic reporting are used to monitor and assess the progress being made by all students.
- If concerns continue despite the use of appropriately differentiated strategies and departmental interventions, the SENCO, Learning Support Manager and or Learning Support Team may be consulted for support and advice. The views of parents and students will also be included.

### **Support for internal and external examinations, (Access Arrangements):**

Access arrangements for examinations are organised jointly by the SENCO and Examinations Officer. Students must always have a history of need and any special arrangements must reflect the student's usual way of working. The document Access Arrangements and Reasonable Adjustment- General and Vocational

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Qualifications (JCQ), sets out procedure and guidelines for applying for special arrangements. **Not all students with SEND will qualify for access arrangements.**

### (ii) SEN Support

Where a student is identified as SEND, parents/carers will be formally advised of their child's needs before they are included on the School SEND Register. The aim of formally identifying a student with SEND is to ensure effective provision is put in place to remove barriers to learning. The support put in place consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable provision to be evaluated to ensure that the student makes good or better progress. Students, parents/carers and teachers will play an active part in the SEND review process.

### (iii) External Support Services and Agencies:

When students continue to experience significant difficulties and do not make progress despite good quality first teaching and specialist intervention, a referral to outside agencies for support and advice may be made.

Outside agencies include: The Educational Psychologist, the EMS for SpLD based at Graham School, NYCC Autism Support Service, NYCC Physical and Sensory Support Service, Speech and Language Therapy, CAMHS, Targeted Youth Support, School Nurse, Bereavement Counselling, Young Carers. School also works in partnership with Scarborough Hospital Paediatrician and Occupational Therapy; referrals to these services are via GPs.



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The school supports students with SEND at each of the key transition stages. This includes regular meetings with the key stage 2 feeder schools and post 16 providers. All relevant professionals are invited to attend transition reviews along with parents and students. Planning meetings are also held to share appropriate information with colleagues. Enhanced transition visits are available for all SEND students.

**The SENCO, Mrs Quinn with support from the Learning Support Manager is responsible for:**

- The day to day operation of the School's SEND Policy
- Co-ordinating and planning provision for students with SEND, including additional adults
- Advising on and assisting with the identification of students with SEND
- Maintaining the SEND register
- Offering advice and support to teachers re SEN
- Special examination arrangements known as Access Arrangements for internal and external examinations.
- Keeping parents informed of their child's SEND
- Deciding when to involve outside agencies
- Updating the SEND Policy
- Transition for SEND students
- Where appropriate, requesting an ECHP and completing the NYCC CAN-Do assessments.

### **11. Admission Arrangements:**

See school policy/general admission arrangements and School Prospectus. Graham school does not discriminate against students with SEND and follows the procedure of the Local Authority for all students.



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### 12. Partnership with parents/ carers of students with SEND:

- Graham School recognises that parents/carers know their child best and therefore the views of the parent and their child play a significant part in planning any intervention or dealing with concerns.
- A positive partnership between home and school is crucial in supporting the student and removing barriers to learning.
- Parents/carers will be kept fully informed of any interventions and progress made.
- The SENCO and Learning Support Manager welcome all contact from parents/ carers whether it is to inform school of new information or raise concerns.

### 13. Complaints Procedure:

- Any complaints should in the first instance be directed to the Form Tutor, the child's Head of Year, SENCO or Learning Support Manager. Sometimes parents/ carers may wish to speak directly to The Headteacher.
- Should parents/ carers feel that their complaint has not been dealt with satisfactorily they have the right to refer to the SEND Governor.

### 14. Conclusion:

The school will endeavour to provide for the needs of all of its students in a community that is inclusive and supportive of the needs of the individual. The careful identification and assessment of need will, where possible, be matched by the allocation of appropriate strategies and resources from within the school's **notional SEN budget** or as supplemented by the local authority for those students with ECHP or existing statements.

### 15. Local Offer

North Yorkshire County Council must publish, in one place, information about the



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provision they expect to be available in their area for children and young people from 0-15 who have SEND. School will work to support the local offer for Scarborough.

### 16. Graham School SEND Information Report January 2018

SEND Code of Practice 2015 (6.79)

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

### 17. Key Reference Documents

SEND Code of Practice: 0 to 25 years July 2015

Children and Families Act 2014

The Equality Act 2010

Graham School Universal Provision Map

### 18. Review of Policy:

**This policy will be reviewed annually in line with guidance set out in SEND Code of Practice 2015**



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<b>Author:</b>	Yvonne Quinn	
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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Chair of the Graham School Governing Body