

Poole Grammar School	Policy	PGS/P/27
SPECIAL EDUCATIONAL NEEDS POLICY		Issue 2
		September 2018

At Poole Grammar School, we aim to promote a community in which each member of the school celebrates not only his own success, but the successes of others, and in which the students support each other to achieve their goals. All our students have high academic potential, but in some cases this is coincidental to, or in spite of, other circumstances or impairments. We recognise the right of all our students to have access to the whole curriculum, and to take part in all aspects of the life of the school. We will take whatever steps we can to ensure that this occurs, given the physical and budgetary constraints under which the school works.

This policy has due regard for the Equality Act 2011 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

Responsibilities

The Head of Learning Support (SENCo)

The Head of Learning Support is responsible for the implementation and effectiveness of the policy and its compliance with the Code of Practice, and for co-ordinating the responsibilities of the relevant staff, for monitoring and evaluating the effectiveness of provision and, as necessary, for initiating improvements to systems and procedures.

The Head of Learning Support will liaise regularly with the Year Heads to discuss SEN matters, including pupils likely to move between stages of the Code of Practice.

The Head of Learning Support will ensure that procedures are followed, and will organise the processes for moving through the stages of the Code of Practice. Advice sheets on students with SEN will be available to teaching staff who are expected to note and act on their content as appropriate.

For pupils at School Support and beyond, the Head of Learning Support will orchestrate the subsequent overall management of that pupil through current and future stages, as well as taking a major role in keeping parents fully informed regarding the action taken regarding the pupil. The Head of Learning Support will provide information to subject teachers, tutors and Heads of Year to ensure appropriate academic provision, monitoring and support. The Head of Learning Support is also responsible for the management of the Learning Support Assistants, and will arrange timetables and training as appropriate.

Headteacher and Deputy Headteachers

The Headteacher is responsible for ensuring the implementation and effectiveness of the school's policy through regular (twice per fortnight) meetings with the Head of Learning Support. The Deputy Headteachers (Lower Main School, Upper Main School and Sixth Form) are each responsible for ensuring that students in their schools receive appropriate support by reference to records of progress and discussion in meetings with the Year Heads.

Deputy Head (Systems)

The Assistant Head is responsible for ensuring that the appropriate procedures are followed for applications for Access Arrangements for public examinations in conjunction with the Head of Learning Support.

Heads of Year

The Heads of Year are responsible for initial collation of evidence relating to pupils, and for referral of pupils for the attention of the Head of Learning Support. The Heads of Year will liaise with tutors, Heads of Department and individual subject teachers with regard to specific pupils. Once a pupil is assessed as having special educational needs, the Head of Year, with the Head of Learning Support, will be responsible for ensuring the appropriate pastoral welfare for the pupil. The Heads of Year are responsible for giving form tutors appropriate support and guidance in the management of pupils with special educational needs and will also be involved in all discussion with parents regarding the pupil's special educational needs.

Form Tutor

The Form Tutor will have a key role in the management of pupils with special educational needs, both in the monitoring of progress and the support of the pupil. Tutors must inform the Head of Year of concerns which become apparent regarding any pupil. They are often in an excellent position to give advice to subject teachers, in conjunction with the Head of Learning Support, about teaching and learning strategies for individual pupils.

Subject teacher

All subject teachers will be responsible for identifying which of their students are listed on the Special Educational Needs Register, implementing the recommendations and advice regarding these pupils and feeding back information on these pupils to the Head of Learning Support. They will also make provision to differentiate their lessons appropriately to ensure access to learning and appropriate challenge for all pupils and ensure that any Learning Support Assistants available in their lessons are utilised effectively, although this may not necessarily involve them working with the primary student of concern.

Procedures

1. Assessment

The school's assessment procedures are intended to provide a comprehensive safety net for 'early warning' problem identification. The effectiveness of the procedures is kept under review by the Head of Learning Support and by the Headteacher. What follows, detailing SEN provision and procedures, fits in every respect naturally and unobtrusively into the school's culture of care, assessment and support.

Prior to entry into the school

Parents are asked to indicate any known Special Educational Needs on their child's record form. At the New Parents Evening in June the prospective Head of Year 7, the Deputy Headteacher for Lower Main School and the Head of Learning Support are available to advise parents who have concerns about their sons. Information received about pupils with possible SEN is passed to the Head of Learning Support for assessment and collation.

During each summer term the prospective Head of Year 7 receives information from staff at the feeder schools, and visits as many as practicable to meet the students who will be joining PGS. In some cases the Head of Learning Support may also visit, particularly where a pupil with a Statement of Special Educational Needs or Education, Health and Care Plan is concerned.

Written records are sent from feeder schools late in the summer term. These are reviewed and any history of SEN or involvement with outside agencies is noted.

The information received is collated and assessed by the Head of Learning Support, who will determine whether any pupil needs to be immediately placed on the SEN Register.

In cases where the student has some history of SEN but is not currently on their school's SEN Register the pupil is monitored for the first half term to determine what action, if any, is required, and this can then be discussed at the Autumn term Pastoral Parents' Evening.

The Head of Learning Support, in conjunction with the prospective Head of Year 7, will ensure that information received about SEN is made available to tutors, teaching staff and appropriate support staff at the start of the school year.

Whilst on role in the Main School

Some Special Educational Needs (particularly, although not exclusively, those associated with specific learning difficulties) may only become apparent once the student has been admitted to the school. The following mechanisms allow identification of these cases:

Assessments

Subject teachers complete assessments of the pupils' progress, as per the Assessment and Reporting calendar, using National Curriculum levels and effort numbers for Key Stage 3 and attainment grades for Key Stage 4 and post-16. Tutors and Year Heads follow up pupils whose performance merits concern across a number of subjects. In addition, statistical information such as KS2 results, admission scores and MIDYIS testing all contribute to the assessment documentation and review process.

Year Head and Tutor meetings/Pastoral Committee Meetings

A feature of these meetings is the opportunity for tutors to discuss problems relating to individual pupils, and to share ideas about useful strategies. Tutor concerns can also be taken up by Year Heads and considered in regular Pastoral Committee meetings between Year Heads and Deputy Headteachers. The Head of Learning Support attends these meetings to assess procedures and pupil progress and to communicate relevant information.

Communications with parents

The school takes seriously its commitment to working in partnership with parents. There are scheduled consultations with parents at least once each academic year, and a pastoral parents evening in the Autumn Term of Year 8, for parents to meet tutors and to discuss a pupil's settling in. Subject teachers and tutors complete yearly full reports on pupils in Years 7 – 11, with an additional 'settling in' report toward the end of the first term of Year 7 and Year 10; there is always the opportunity following the issue of reports for parents to pass on their comments to the school and the diary has been developed as a vital two-way communication route for parents and teachers.

Informally, and perhaps most importantly of all, the school seeks at every opportunity to emphasise to parents its openness to parental concerns. Parents are encouraged to contact a pupil's tutor at the earliest opportunity in the event of concern, or the Year Head if the matter is particularly serious. All staff are aware of the school's commitment to positive responses to parental concern. For all pupils on the SEN register, information about changes in level, progress, problems or provision is passed promptly to parents.

Years 12 and 13

The framework in the Main School is reflected appropriately in Years 12 and 13: prior to entry relevant information is passed by the Deputy Headteacher (Sixth Form), who will have interviewed prospective students and parents, and received information from feeder schools, to the Year Head for dissemination and where necessary, follow-up action. Referral of concerns by subject teachers, interviews with students, communication with parents, involvement of external agencies etc. are all carried out in a manner appropriate to post-16 students. The school subscribes to the ALPS programme, and uses the records as part of the review and evaluation of student progress that regularly takes place. There is a student mentoring scheme in place:

identification of students causing concern occurs at each assessment stage. Students are identified as requiring either departmental or tutor mentoring, with more significantly problematic students embarking on a full mentoring schedule.

2. Action taken

If currently undiagnosed Special Educational Needs are suspected, the Head of Learning Support will, in consultation with the child's parents, refer the student to the Specialist Teacher for SEN (in the case of specific learning difficulties), the Community Paediatrician, the Educational Psychology Service or other relevant professionals as appropriate for further assessment.

When a Special Educational Need has been determined, the student will be placed on the SEN register and appropriate strategies adopted to maximise their access to the curriculum (see below).

[Note: If immediate intervention is required, interim strategies will be adopted whilst results of assessments are pending to ensure that the student is not disadvantaged during this time.]

It is the responsibility of the Head of Learning Support to ensure that all teaching and pastoral staff are aware of the Special Educational Needs of students in their care, and of the teaching and learning strategies which should be employed with these students.

The Head of Learning Support will additionally ensure that assessments and applications are made so that the appropriate Access Arrangements for public examinations are made on behalf of pupils with Special Educational Needs.

3. The Special Educational Needs Register

Once the Head of Learning Support has become involved in the oversight of a pupil, all procedures will have due regard to the Special Educational Needs Code of Practice (2002). The spirit of this Code maintains that inclusive practices in schools should not identify pupils with special educational needs as 'different' or 'disadvantaged', and the procedures implemented at PGS are designed to fully uphold this.

Levels of Support

School Support

In line with the SEN Code of Practice (2014), the Head of Learning Support will take responsibility for the orchestration of provision, though the pupil's Year Head, tutor and subject teachers will still be key contributors to the process, and they will retain primary responsibility for the management of the pupil; in all areas there will now be close consultation and co-operation. The Head of Learning Support will:

- Draw together all current information regarding the pupil, and liaise with the Year Head in deciding what further information is required
- Ensure consultation with outside agencies, as appropriate, and gather appropriate information and advice
- Facilitate **assessment** of the precise nature of the student's additional needs, using in-school or external assessment routes as appropriate and inform parents of the results of this assessment if it occurs in school
- Using the results of the assessment, **plan** how the student can be best supported
- Draw up advice to staff and make this available via the school's electronic information management system so that teaching staff can **implement** the advice
- Regularly **review** the effectiveness of the support provided and the impact on the student's progress in liaison with the Head of Year.
- Adjust support appropriately in line with these reviews.

Education, Health and Care Plans or Statements of Special Needs

Pupils who have a Statement of Special Educational Needs issued prior to September 2014 will be supported as defined within their Statement. Students with Statements of Special Educational Needs will have their needs reviewed by their local authority by September 2017 and an Education, Health and Care Plan will be drawn up if appropriate.

Similarly, students with Education, Health and Care Plans will be supported as defined in their Plan.

For both these categories of students, arrangements for provision will be predominantly defined as for School Support, although an annual review must also be organised by the school. All involved professionals are invited to this review and the appropriateness of the educational provision provided is reviewed, and amended as appropriate.

If students currently allocated School Support for special educational needs are not making expected progress in spite of a range of strategies being applied, it may be decided, in consultation with parents, to ask the local authority to make an assessment for an Education, Health and Care Plan. This will be done in accordance with local procedures and in compliance with the 2014 SEN Code of Practice.

Author	SEN Team	
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