



SEN Policy: SWBGS

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Signed
Chairman of Governors
Date

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Compliance with Legislation:

The Special Educational Needs Policy at Sir William Borlase's Grammar School complies with the statutory guidance of the SEND Code of Practice (0-25), published by the Department for Education in January 2015. The policy has also been written with reference to the following;

- The Equality Act (2010)
- The Children and Families Act (2014)
- Bucks County Council's SEN Strategy and Local Offer
- Statutory Guidance on Supporting pupils at school with medication conditions (2014)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England (2014)
- Safeguarding Policy

Our Vision and Values:

Sir William Borlase's Grammar School aims to achieve excellence in all its fields of endeavour by creating an inspired, ambitious, confident and caring community of young people and adults.

The school aspires to deliver an exceptional quality of teaching and learning - it promotes high expectations for both staff and students and encourages maximum effort, intellectual curiosity and independence of mind. By fostering a distinctive Borlase spirit with a strong ethos of consideration, the whole school community works together to create accomplished and well-rounded young people.

Above all, the school actively supports and encourages each individual student to develop his/her talents and realise his/her fullest potential in both academic and non-academic fields. The school aims to provide the quality of education to enable students to achieve their preferred next steps in higher education or employment.

Special Educational Needs at SWBGS:

Contact Details

Special Educational Needs Co-ordinator - Miss R M Williams, SLT
Support Staff - Learning Mentors, Student Support Officers

Aims of the School's SEN Policy:

The aim of Sir William Borlase's Grammar School is to deliver high quality education that enables every student to achieve the best possible educational and personal outcomes. Each pupil has a set of individual characteristics and unique skills, as such it is important to recognise that some students require more support than others. If these individuals are to achieve their full potential, we must plan and adapt accordingly.

In particular, SWBGS aims:

- To provide opportunities for all students to experience success
- To promote individuality, confidence, and a positive attitude to life at school
- To ensure that all pupils, irrespective of abilities, are entitled to access a broad and balanced curriculum, that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEN equal opportunities to take part in all aspects of school life, as far as is appropriate
- To identify, assess, record and regularly review pupils' progress and needs
- To involve parents/carers in planning and supporting all stages of their child's development
- To work collaboratively with parents/carers, other professionals and support services including, but not limited to, Educational Psychologists and Child and Adolescent Mental Health Services and other external agencies
- To use the SEN Code of Practice (DfE, 2015) as a framework for identification of, and provision for, pupils with special educational needs

- To provide support, regular training and advice for all staff working with pupils with SEN
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

The main objective is to offer a clear, coherent way to provide for the special educational needs of students within the school. SWBGS focuses on improved outcomes for students, and not on the hours of support provided. This principle is further reflected in the School's Equality and Cohesion Policy.

Identifying SEN

Defining Special Educational Needs:

As defined by the SEN Code of Practice (2015), Special Educational Needs falls under four broad areas:

- Communication and Interaction (*e.g. Autism Spectrum Conditions*)
- Cognition and Learning (*e.g. Dyslexia*)
- Social, Mental and Emotional Health (*e.g. ADHD, BESD*)
- Sensory and Physical (*e.g. Hearing Impairments, Visual Impairments*)

A student is considered to have special educational needs if he or she has difficulties in any of these areas that call for support that is additional to, or different from the differentiated approaches and learning arrangements provided as part of high quality, individualised teaching. Any students that experiences significantly greater problems with learning than the majority of his or her peers, and/or has a disability which prevents or hinders him or her from making normal use of educational facilities at SWBGS, requires support in the form of special educational provision.

The SEN provision at SWBGS is guided by the following principles:

- All areas of the school share responsibility for planning, monitoring and evaluating the progress of SEN pupils
- Attitudes to pupils who experience difficulties are positive and constructive and that their achievements are valued and recognised
- Regular consultations with parents are ensured, in which opportunities for working collaboratively are sought
- All support offered at school, is pupil centred and appropriate to their individualised needs

Other difficulties, which are not identified as SEN, but that may still impact on progress and attainment include;

- Attendance and punctuality
- Health and Welfare
- EAL
- Pupil Premium
- Looked After Children

It is important to note, that concerns relating to a pupil's behaviour is defined as an underlying response to a need, and not a SEN within its own right. It is also recognised that there is a difference between the student with Special Educational Needs who has barriers to learning, and the student who is simply underachieving.

Identifying Special Educational Needs:

The purpose of identification is to establish what action the school should take in order to better support the pupil in reaching their potential. Throughout this process, the school considers the pupil as a whole, and not just their academic achievement, and welcomes input from the student as well as parents / carers.

Students with Special Educational Needs and Disability at SWBGS are identified through:

- Information received from primary schools and other educational establishments at transition into Year 7, and late entry at Years 8 and 9 and Year 12
- Baseline assessments at Key Stage 3 (CATs)
- Orders
- Assessment results
 - External: GCSE Results
 - Internal: End of Term/Year assessments
- Student input
- Parental input
- Staff concerns

The SEN process at SWBGS adheres to the Graduated Approach Cycle outlined by the Department for Education in the SEN Code of Practice (2015):

- Assess
- Plan
- Do
- Review

The student's needs are always at the centre of this approach, and additional provision is based on agreed outcomes in consultation with the student, teachers and parents.

Assess:

Students are assessed using formal assessment procedures, such as:

- Recorded comments, observations and individual assessments by subject teachers
- Assessments by External Assessors such as Educational Psychologists, GPs, Camhs

Plan + Do:

Teaching staff are at the centre of the day to day responsibility and progress of all students. Through high quality, inclusive and differentiated teaching, many barriers to learning may be overcome. However, where a student continues to make little or no progress, more targeted support and evidence based interventions will be considered, eg Pixl. Any provision will be

student centred and will include consultation and collaboration with parents. A meeting with the SENCo will take place, where all involved in the process will be given an opportunity to make suggestions as to how best support the pupil in making progress.

Review:

Subject teachers are accountable for reviewing and tracking the progress of all students, including those with Special Educational Needs. Informal reviews will take place regularly, through marking and feedback opportunities from formal assessments, observations and work scrutiny. More formal, Annual Reviews take place once every twelve months, at this point, it is important to identify whether interventions prescribed during the Planning phase have been successful in achieving the anticipated levels of progress.

Where a student continues to make little or no progress, despite targeted support and school based interventions, the school:

- Will seek specialist support from external agencies
- Will request, where appropriate, that county carries out a statutory assessment of the student's needs, which may result in an Education, Health and Care (EHC) Plan (replaces a Statement)

Pupils and parents/carers are involved at all stages of this process.

Supporting Pupils at School with Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students may have SEN and may have a Statement/EHCP which brings together their health and social needs as well as their SEN provision. Pupils at SWBGS with medical needs have a Care Plan which is coordinated by Matron.

Co-ordinating and Managing Provision:

The Special Educational Needs and Disability Co-ordinator is responsible for ensuring staff are aware of the SEN provision map, their responsibilities in regard to response for information requests and for sharing their concerns.

Storing and Managing Information:

Information is stored on line and / or on paper file to ensure relevant information is available; any relevant information will be shared with relevant bodies. Confidentiality is an important aspect for students, parents and staff and student records will be shared only as appropriate.

Accessibility and access arrangements for public examinations:

This is reviewed on an individual basis and in line with JCQ requirements; there is considerable consultation - the exam officer, staff comments, student views are all taken into account as well as external assessments.

Comments, complaints and concerns:

Comments / concerns can be made to individual staff via parents@swbgs.com and / or the SENCo.

The School has a Complaints Procedure in place, published on the school website or available on request. In the first instance, any concerns should be addressed to the SENCo.

Bullying:

The following is to be read in conjunction with the School's Anti-Bullying Policy - available on-line or on request. The student version is published in the homework diary / learning log.

Bullying is not tolerated at SWBGS, and any concerns raised are taken seriously. Any incidents specifically involving a student with SEN will be dealt with by the SENCo and relevant Heads of Key Stage or SLT.

All cases of bullying are dealt with confidentially and sensitively.

Policy Review:

SWBGS aims to review the SEN Policy on an annual basis, in accordance with NASEN recommended practice. An Annual SEN Report will be published, to bring together a transparent and comprehensive picture of the support offered at school for students with SEN. It will also summarise our ethos when working with students, parents and staff in providing effective SEN support. The Annual Report will form part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Service Website (www.bucksfamilyinfo.org/localoffer).

The school welcomes any comments or suggestions from in order to ensure parents, students and staff continue to find it helpful. The report should be read in partnership with the SWBGS SEN Policy.

Additional Information and Resources:

- Information on the Buckinghamshire Local Offer: <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=L9RdX5-cZpk>
- Information on Statutory Requirement to Support Children and Young People with Special Educational Needs (Children and Families Act, 2014): <http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>
- The National Attention Deficit Disorder Information and Support Service: <http://www.addiss.co.uk/>
- The National Autistic Society: <http://www.autism.org.uk/>

- The British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
- The Information, Advice and Support Services Network:
<http://www.iassnetwork.org.uk/>