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Signed By:
Approval Committee: Governing Body



GILLINGHAM SCHOOL

Hardings Lane, Gillingham

Dorset SP8 4QP

SEND POLICY

Gillingham School - SEND Policy

Objectives of the policy

The Special Educational Needs and Disability Code of Practice 0-25 years 2014. It is generally accepted that some 20% of children in England and Wales will need extra help at some time during their schooling. Of these, a small group – around 2% of the total nationally – have severe and complex needs and will need more specialist support.

A child will be deemed to have special needs if:

‘... they have a learning difficulty or disability which calls for special educational provision to be made for him/her within the classroom.’

A learning difficulty is defined as

‘...having a significantly greater difficulty in learning that the majority of students of the same age (cannot be met by quality first teaching).’

As appropriate, the aims and objectives of the SFL (Support for Learning) Department relate directly to those of the School. They also derive from and are guided by the requirements of the 1996 Education Act the 2014 Code of Practice; and the Disability Discrimination Act 1995

The term 'parents' is employed throughout this policy and others, to refer to any parent, guardian, or other adult in 'loco parentis'.

Responsibility for co-ordination of SEND provision

The SFL department lead by Becky Smith (Head of Department) and Karen Seldon (SENDCo) are responsible for co-ordinating SEND provision. We will

- Use our best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when we are making special educational provision for their child

We acknowledge that at Gillingham School all teachers are teachers of SEND and, under the guidance of the SFL department, all pupils will have access to a broad and balanced curriculum. Teachers will set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons will be planned to address potential areas of difficulty and to remove barriers to learning and achievement.

Arrangements for co-ordinating SEND provision

The Headteacher and SENDCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without Statements/EHC plans) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside of the catchment area.

The SfL Department works closely with the senior managers of the school to ensure that curriculum and timetable:

- are balanced, i.e. allows for and facilitates adequate development in each curricular and skill area
- allows for differentiation according to individual needs
- offers equality of opportunity and access to the different curricular and skill areas

This curriculum is regularly reviewed to ensure that it is relevant to the pupils' needs, both present and future, and that it is perceived as such by the children themselves and their parents.

The SfL Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, the pastoral teams, parents and pupils in developing one page pupil profiles (PP) and approaches to enhancing pupil self-esteem.

The SfL Department staff:

- Provide expertise in the education of pupils with a wide range of learning difficulties
- Provide support in classes for pupils with learning difficulties
- Provide specialist tuition as appropriate
- Provide care and expertise for a small number of pupils with physical/sensory or medical disabilities
- Provide alternative courses at KS4 for pupils for whom the standard curriculum is not appropriate

SfL staff will ensure that our pupils' special education needs are known to other schools or colleges to which they may transfer. They will also ensure that subject staff are fully informed as to the special educational needs of any pupils in their care.

Admission arrangements (pre-admission and first 6 months of year 7)

The process of identification and assessment starts through liaison with our Primary feeder schools. SfL staff visit all the feeder primary schools between March and May to discuss the special educational needs of all pupils due to arrive in the September. The SENDCO is informed of all pupils with Statements/EHC plans and is usually invited to attend the Annual Review prior to transition.

Where appropriate, SfL staff will undertake observations of children in their Primary schools. In some cases children are invited to attend an enhanced transition process. This involves a six week block of afternoon activities at Gillingham School and takes place during the second half of the summer term.

Each September the subject departments receive detailed information about all pupils with SEND (including those with Statements/EHC plans) who are new to the school, as well as an update on existing SEND students. This will include reading and spelling scores, how the learning difficulties manifest themselves in the classroom and any suggestions as to how the problem can be overcome. For pupils with significant or complex needs details found on Statements of SEND or advice from specialist assessments are also distributed to each of the child's teachers. If, during the school year, staff are concerned about some aspect of a pupil's development, it is their responsibility to inform a member of the SFL department as soon as possible to ensure early identification of additional needs.

Specific requests for support are also considered from various sources including parents, teachers, etc. Some pupils may personally request support and the school endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

Specialist SEND provision

The SfL department supports a multi-disciplinary approach to maximise the educational provision for SEND pupils. Many agencies and support services are able to help identify, assess and provide support for SEND pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The SENDCO will decide how best to access the Local Authority's support services. The LA provides details of these services through the 'Local Offer' which is available to view at www.dorsetforyou.com/dorset-local-offer. The SFL Department, most commonly, works with the following services which are provided by the LA:

- Educational Psychology Service
- Pupil and Parent Support Service
- Special Educational Needs Support Service
- Ansbury (formally Connexions)
- Speech and Language
- Physiotherapy
- Occupational Therapy
- Advisers with an expertise in using I.C.T. to enhance the provision for SEND
- Special Needs Advisory Team - staff specialising in supporting pupils with:
 - * hearing impairment
 - * visual impairment
 - * general learning difficulties
 - * specific learning difficulties

In addition to these services the school has a number of members of staff who are qualified 'Teachers of Dyslexic Students'.

Facilities and resources for vulnerable pupils, those with SEND or who are disabled

The school has excellent educational facilities for many (but not all) special educational needs. Lifts, ramps, handrails and specially adapted toilets provide wheelchair access to most areas of the school and Gillingham is a designated school for physically disabled pupils.

Given the wide variety of special educational needs which children have, it would be necessary to evaluate for each individual pupil whether the facilities available at the school meet that individual's needs or not.

All students, including those with special educational needs, have access to a wide range of equipment in school including ICT (P.C's, Laptop and printers). Some pupils will have their own laptops/printers. The I.C.T. equipment can be used as part of an individual learning programme or for general use in the classroom. Many of our students with SEND are benefiting from computer based language and numeracy programmes. Other more specialised equipment includes voice activated software, dictaphones and spelling programmes.

As far as is practically possible all pupils are given the opportunity to participate in all sporting and extra-curricular activities i.e. equality of provision. The primary concern is safety and pupil welfare. The facilities in school are generally accessible to all: there are disabled changing areas and access lifts to the Gym and Hall. In addition we can be flexible in the programme offered by changing or modifying activities. We wish to involve all pupils as fully as possible so our underlying policy is to find out what a pupil CAN do, and build on that.

Identification and review of pupil needs

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, for example:

- Subject teacher, tutor or Year Head request
- Pupil self-request
- Parental request
- Senior Leadership Team request
- Following information from previous school (e.g. primary school)
- Following testing of Year 7 pupils - this occurs pre-admission and in the first half-term at Gillingham School
- Following diagnostic tests
- Following a SEND teacher tracking and observing individual pupils in lessons
- Outside agency e.g. Social Services

Early identification and assessment and provision for any SEND student is very important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur
- It can maximise the likely positive response of the student
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- If the child's learning difficulty proves less transient when addressed by the School alone the external agencies can be brought in earlier and very likely with more success

The process starts through liaison with our Primary feeder schools. A member of the SfL department visits each of our feeder schools to meet prospective pupils and teachers during the year prior to their transfer to the secondary school. They will also visit non-feeder primary schools where there is a need.

To add to the information collected from these Primary school visits a Reading test is completed by all students due to transfer (providing a comprehension age and a standardised score). This is usually completed during the second part of the summer term. During the first three weeks of September, all Year 7 pupils are given a Spelling Test and a Numeracy Test. Identification of pupils needing support will be based on the results of these tests and the information received from Primary schools. If necessary SEND staff may spend time observing Year 7 classes before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including parents, teachers, etc. Most support will be provided within the classroom through a suitably differentiated curriculum (Quality First Teaching). A small number of children will be withdrawn from some lessons for targeted small group or individual help with their learning.

The school has a number of criteria by which the effectiveness of this support can be measured:

- All pupils, including those with SEND are monitored regularly within their year group. This allows the school to review the attainment, attitude and behaviour. It also means that students with specific problems can be highlighted and provided for within the terms of our SEND Policy.
- All pupils have two OMR reports a year – as well as a much more detailed summary later in the school year. The system allows us to monitor the progress of SEND pupils already identified as well as identify new SEND pupils and to implement the appropriate stages of the graduated response (see below) if it is deemed necessary.
- Pupil achievement e.g. weaknesses in Reading, Spelling or Numeracy standardised scores will improve over time. This support/monitoring will form the basis of a provision map which will be sent to parents with an explanatory letter.
- Tracking of pupils' achievements through use of progress and attainment data.
- The number of SEND pupils who pursue education after the age of 16.
- Feedback from pupils and parents - for pupils on the SEND register there will be an opportunity to do this at the termly outcomes/progress meetings.

All Teachers & Non-Teaching Staff:

All staff should be aware of and knowledgeable about the school's SEND Policy and, supported by INSET, should be aware of procedures for identification, assessment and provision for SEND. The school's policy for Special Educational Needs is distributed to all staff.

Subject teachers and pastoral staff are fully informed of the SEND of pupils in their classes through the SEND Register, Provision Maps, or specific advice provided by the SENDCO (One Page Pupil Profiles). Any member of staff can seek advice from, or make a referral to, the SfL Department if they have concerns about an individual pupil.

The Graduated Response

After initial identification of need has taken place the school will decide the best course of action. This should tackle the full range of pupils' needs and not simply the primary need, the purpose is not to fit a pupil into a category but to develop a full understanding of their strengths and difficulties and seek to address them through targeted intervention.

The first step towards meeting a pupils needs is high quality teaching differentiated for individual pupils. Additional intervention and support can only complement this. Examples of interventions at this level would include;

- Spelling group
- Reading recovery
- Maths booster
- Social skills group
- ELSA (Emotional Literacy Support Assistant)
- Self-esteem booster groups
- Support Log
- Pastoral support
- Mentoring
- Behaviour support
-

Consideration of whether special educational provision is required will take into account the wishes and views of the pupil and their parents, the primary aim of this will be to determine

the support which is needed and whether this can be provided by adapting the school's core curriculum or whether something different or additional is required (i.e. the pupil has SEND).

Plan

Once it is decided that a pupil has SEND they will be added to the schools SEND register and the parents formally informed via letter. After further consultation with class teachers and other relevant professionals the desired outcomes for the pupil will be agreed and short term SMART targets set up to work towards these. This information will be disseminated to teaching staff and support assistants via a One Page Pupil Profile, this will contain;

- A photograph of the pupil
- Details of their specific difficulty and top tips for support in the classroom
- Long term outcomes, short term targets and clear advice on the role of teaching staff in helping to meet these
- A date for reviewing the progress.

Do

The class/subject teacher retains the responsibility for working with the pupil on a daily basis. Where specific interventions may involve group or 1:1 teaching away from the class the teacher will still retain responsibility for planning and assessment of the work carried out by the pupil. The SENDCO will support the subject teacher in further assessment of the pupil's particular strengths and weaknesses and effective implementation of support. Where a pupil is removed from a particular subject to follow a more individualised programme the overall responsibility for planning and assessing work is with the specialist teacher or SENDCO.

Review

The effectiveness of the support and interventions and their impact on pupil's progress will be reviewed (termly) in line with the agreed date. This review will involve all stakeholders in the pupil's education. Parents will be provided with clear information about the impact of support and interventions and will be involved in planning the next steps. After the review the One Page Pupil Profile will be updated accordingly.

For pupils in receipt of an EHC, one of these reviews will take the form of the pupil's Annual Review of the EHC plan and will therefore be reported to the relevant county. [Details of the annual review, transition review and transition plan can be found here.](#)

Access to the curriculum, information and associated services

Our aim is that educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the pupil's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the curriculum to maximum effect. In order to support this aim and in line with the 2002 SENDDA and the 2006 DDA the Headteacher and Governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme.

Access Arrangements and Reasonable Adjustments for Examinations

Access arrangements are agreed before an assessment. The SENDCO, in liaison with the Exams Officer submits evidence in support of access arrangements and reasonable adjustments in line with JCQ policy.

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- access the assessment;
 - show what they know and can do without changing the demands of the assessment.
- The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired person who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate/learner;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not "reasonable".

Dependent on individual needs, access arrangements can include, but are not limited to:

- Supervised rest breaks
- Extra time of up to 50%
- Computer reader/reader
- Scribe/Speech recognition technology
- Word processor
- Transcript
- Prompter
- Oral Language Modifier
- Live speaker for pre-recorded examination components
- Sign Language Interpreter
- Practical assistant
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Exemptions
- Bilingual translation dictionaries with up to a maximum of 25% extra time

Environment

Gillingham School is on a fairly level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There are specialist toilets and a showering facility which includes a height-adjustable changing bed. Ramps have been installed where appropriate and many buildings also have lift access. All areas have at least one classroom with acoustic tiling for pupils with hearing problems.

Curriculum

The SEND provision at Gillingham School is based upon the Inclusion statement in the National Curriculum 2000 document of,

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All teachers, the SENDCO and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the curriculum are:

- differentiation of the curriculum to match tasks to ability
- grouping of children according to ability for some subjects to ensure that tasks are suitably matched to ability
- use of a range of teaching styles which recognise the individual learning styles of the children in the class
- use of TAs to provide additional support within lessons
- Withdrawal of small groups and 1:1 teaching by the SEND staff
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired working and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- access to extra-curricular clubs, and to the social life of the school
- In-service training for all staff on the needs of children with SEND

Information

Information regarding the school is available on the website; many computers have a read aloud facility to improve access to this. Information is also available in other formats from the school office and is provided within the local offer.

Complaints procedure

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the pupil's tutor. If the parents think that the child should be given more support they should raise their concerns with the SENDCO or Head of Department. We anticipate that most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's

Headteacher, governor responsible for SEND (Su Hunt) or complete a statutory assessment with a view to obtaining an EHC plan for their child.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEND for the child the parents again have the right to appeal to the SEND Tribunal.

In addition to this LAs must make disagreement resolution services available to parents and young people. The use of this service is voluntary and must be with the agreement of all parties. This service is independent of the LA and they are available to resolve disagreements about any aspect of SEND provision.

In service training

SfL staff offer advice and INSET (training) opportunities to all staff on employing teaching methods and resources that allow all pupils to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses cover issues such as the nature of learning difficulties, use of language and how to best construct worksheets and differentiated materials.

The department's policy for INSET concerns not only SEND specialists, but subject teachers, TAs, NQTs and Governors and is in-line with the overall policy of the School.

INSET can be divided into two major components - (1) National/County sponsored courses and (2) In school courses.

(1) National/County Courses

These include:

- New initiatives on SEND/Inclusion
- LA courses on specific named learning difficulties e.g. ASD, Communication and Language, Hearing or Visually Impaired
- Regular 'Inclusion' briefings for LA staff

As a general rule, following attendance at any INSET activity the SEND staff will disseminate any relevant information to their colleagues.

The SENDCO attends Pyramid meetings when SEND issues are on the agenda and will also visit primary schools if and when invited to do so.

(2) School Based INSET

The Department contributes to INSET in a number of ways.

- Training can be delivered to teaching and/or support staff on specific areas of difficulty or provision such as:
 - * Dyslexia
 - * Dyspraxia
 - * Use of LEA Support Services
 - * Occupational Child Therapy
 - * School Psychological Service

- * The Function of Teaching Assistants (TA's)
 - * The Code of Practice and SEND Register
 - * Autistic Spectrum Disorder
- The department organises an annual course on the 'Use of Language/Differentiation' for students with SEND for NQTs, or other staff new to the school.
 - SEND staff will always attend INSET which is being run by departments where advice is required on:
 - * Differentiation
 - * Reading material
 - * Production of any resources for pupils with special needs.
 - The department has made presentations to the whole staff on the Disability Discrimination Act and the new Code of Practice.

Invitations are usually sent to the SEND Governor and many staff to attend training on SEND issues.

Working in partnership with parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP/ one page profile each term and are invited to review progress towards the targets at Parent's Evenings and at termly review meetings. Relevant teachers and members of the SFL department have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

In addition Dorset has a service, [SENDIASS - formally parent partnership service](#) which provides advice to parents on such things as

- Rights and responsibilities
- Who to talk to in school about concerns
- How a child is assessed and helped in school
- When progress should be discussed
- What happens during statutory assessment

Links

[Local offer](#)
[SENDIASS - formally parent partnership service](#)

K. Seldon

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