



GRANGE SCHOOL
A Culture of Continuous Improvement

Special Education Needs and Disability (SEND) Policy
2023 - 2024 Academic year


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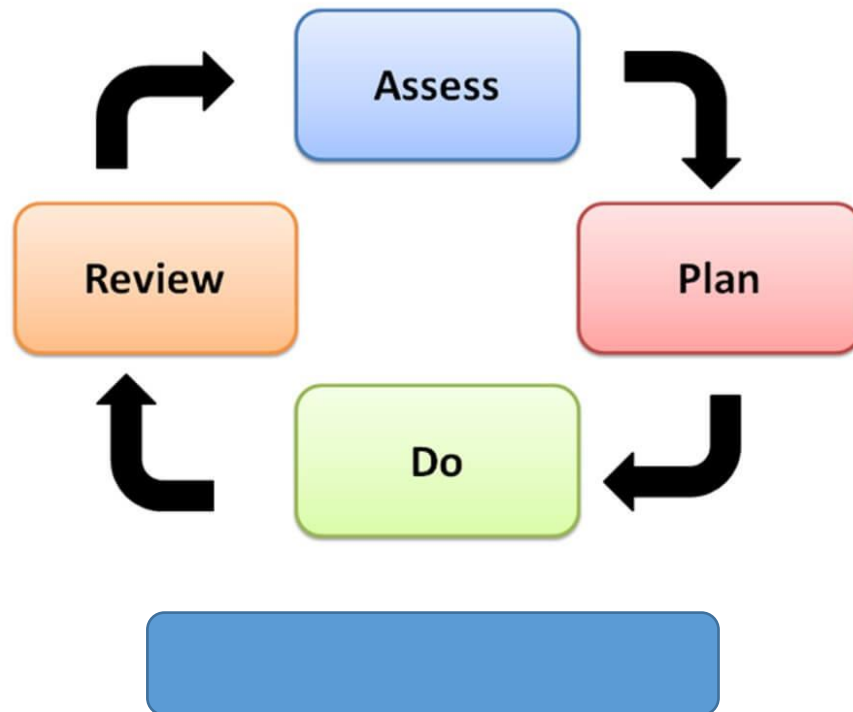
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SEND Policy

1. AIMS AND OBJECTIVES

Our SEND policy and information report aims to set out how our school will support and make provision for pupils with Special Educational Needs (SEND). It is a whole-school resource with the aim to address pupils' learning differences, and instill in each pupil a lifelong love for learning that encourages them to aim high, work and achieve the best they can.

It will ensure all pupils with special education needs and disability are able to fully access the curriculum by reducing/removing barriers to learning through a graduated SEN approach-Assess, Plan, Do and Review.



The SEN Graduated Approach.

Assess:

The school will analyse the pupil's needs using the class/subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and school expectation for the year group, as well as the views and experience of parents, the pupil's views and where necessary, an online assessment profile for special needs (SNAP) as well as educational psychological assessments are administered.

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan:

Planning will involve consultation between the teachers, SEND Coordinator, parents and if necessary, external SEND practitioners who work with the child, to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parents may be asked to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Some, though not all pupils with SEND, will have an Individual Education Plan (IEP).

Do:

The class/subject teachers remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with Teaching Assistants and SEND Staff to plan and assess the impact of support and interventions.

Review:

Reviews of a child's progress will be made regularly-at least two times per year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teachers, in conjunction with the SEND Coordinator will revise the support based on the pupil's progress and make any necessary amendments in consultation with parents and the pupil.

Responsibilities

The Head of School, the Secondary and Primary School Heads and the Special Educational Needs and Disability Coordinator are responsible for determining the content of the policy. The SEND Coordinator has the day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEND. The class and subject teachers remain responsible for working with the pupil on a daily basis and should work closely with teaching assistants (TAs) and/or SEN Staff to plan effective differentiation in class.

The Additional Learning Support Team led by the SEND Coordinator, coordinates additional support involving small group or one-to-one interventions in class and out of the main class.

The Additional Learning Support Team includes;

1. The SEND Coordinator,
2. The Special Education Needs Teachers,
3. The Teaching Assistants,
4. The pupil's individual learning facilitators and where necessary, the external professionals who are involved in the pupil's schooling.

They continually develop effective ways to overcome barriers to individual student's learning, by assessing student's needs, drawing up appropriate learning targets, providing support for improvement and ensuring that exam access arrangement is made available where necessary.

They work closely with Pastoral and Academic colleagues to ensure that a consistently responsive, whole-school approach is maintained and personalized learning goals are in place to help support and challenge every student to reach their potential academically, socially and emotionally. We acknowledge and emphasise that it is the responsibility of everyone in the school to ensure that every student is included, celebrated and catered for.

Monitoring and Evaluating

This policy will be monitored as part of the school's monitoring and evaluation programme.

Inclusion and Equality Statement

Grange School is committed to delivering an inclusive educational environment for all of our students whatever their needs or abilities, having adopted a whole school approach to SEND practice. We recognize the entitlement of all children to a balanced, broadly-based curriculum and we acknowledge the need for high expectations and suitable targets for all children.

2. LEGISLATION AND GUIDANCE

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2021](#).

3. DEFINITIONS

A pupil has SEND if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her.

A pupil has a learning difficulty or disability if he/she has:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special education 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.

4. ROLES AND RESPONSIBILITIES

4.1 The Head of School

The Head of School will:

- Help to raise awareness of SEND issues at Governing Council Meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the head teachers and SEND Coordinator to determine the strategic development of the SEND policy and provision.

4.2 The Secondary and Primary Schools Heads:

The Secondary and Primary School Heads will:

- Work with the SEND Coordinator and the Head of School to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.3 The SEND Coordinator

The SEND Coordinator will:

- Work with the Head of School, Primary and Secondary Schools' Head teachers to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality education.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Ensure the school keeps the records of all pupils with SEND.

4.4 Class Teachers

Each class/subject teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants, SEND Staff, facilitators or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SEND Coordinator to review each pupil's progress and decide on any changes to provision.
- Ensuring they follow this SEND policy.

4.5 Teaching Assistants:

The role of teaching assistants involves:

- Working with pupils to provide relevant support.
- Working closely with the class teacher, SEND Staff to meet the pupil's learning needs.

- Supporting the whole class while the teacher focuses on teaching a child or group of children with special education needs and disability.
- Supporting small groups of pupils towards attaining targets identified in their Individual Education Plans (IEPs).
- Supporting individual children towards attaining targets identified in their Individual Education Plans.
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
- Developing positive working relationships with parents and colleagues.
- Assisting with the recording and monitoring of pupils' progress
- Attending Individual Education Meetings and team meetings, and undertaking relevant professional development trainings.

4.6 Pupils

The school will actively ensure the involvement of pupils in their education as follows:

- Invite the pupil to attend all or part of planning meetings.
- If a plan is written, discuss the IEP with the pupil
- Encourage the child to comment on his or her SEND provision through an appropriate method (example; drawing a picture or writing, talking about their learning needs).
- Involve the child in measuring their academic and behavioral progress.

4.7 Parents/Guardians

The parents/guardian roles are:

- To provide every necessary school record at the point of the child's admission into the school.
- To attend planning meetings concerning their child and provide information on the child's strengths and weaknesses at home, background information on the child's history and development, and information on any family factors that may affect the child's learning.
- To listen to their child's teachers so they can practice at home, and to have the teachers hear their thoughts so they can follow through at school.
- To offer insight into whether current strategies and instruction are helping the child learn and provide suggestions for change and improvement.
 - To keep careful records of their child's education, including any testing and any IEP reports. Find a way to file these carefully so that they have them on hand readily if needed.
 - To learn as much as you can about their child's special needs.

- To accompany their child throughout important school and life transitions. Their input at each transition (from one year group/key-stage to the other) can ensure that appropriate learning support are in place and increase the chances of the child's success in the new session.

4.7 Admission Officer:

The Admission officer is responsible for:

- Requesting school/family records when a child starts school or transfers from another school/setting. This includes details of pupil's family background record, academic and pastoral records, educational psychological assessment record and IEP if applicable.
- Creating files and documenting all records of new pupils.
- Referring new pupils with educational psychological assessment and individual education plan to the SEND Coordinator.
- Referring new pupils with English as an Additional Language to the SEND Coordinator.
- Referring new pupils with record of being on the gifted and talented register in their previous school to the SEND Coordinator.

5. SEN INFORMATION REPORT

5.1 The kinds of SEN that are provided for:

Grange School currently provides additional and/or different provision for a range of needs, including: **Cognition and learning needs** - there are a wide range of different needs of SEND children, from moderate and severe, to profound learning difficulties. These encompass complex learning needs, physical disabilities, and sensory impairments.

- **Communication and interaction needs** - children with speech, language, and communication needs (SLCN) may have difficulties saying what they want to say, they may not understand what is being said to them, or they may not grasp the rules of social interaction.
- **Social, emotional, and mental health needs** - emotional needs can manifest in many ways, including those who become withdrawn or who display challenging and disruptive behaviours. Underlying mental health issues may evidence themselves through eating disorders, self-harming, anxiety, depression, unexplained medical conditions, and/or substance misuse.
- **Sensory and/or physical needs** - the specialist sensory and physical needs of SEND children.
- **Gifted and Talent Provisions**- Gifted or talented in specific subjects and skills.

5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry; during entrance exams, which will build on previous settings and Key Stages, where appropriate. As students perform in school, class teachers make regular assessments of progress for all and identify those whose progress:

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

This may include progress in areas other than academic attainment, for example, social skills. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment for the child's class. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and weakness.
- We take into account the parents' concern for the pupil.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on the next steps.
- Notes of these early discussions is added to the pupil's record and given to their parents.
- We formally notify parents when it is decided that a pupil will begin SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach; the four-part cycle of **assess, plan, do, review**.

The class or subject teacher works with the SEN Coordinator to carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers.

- The views and experience of parents.
- The pupil's own views.

Further assessments if necessary:

- The Special Needs Assessment Profile (SNAP).
- The Educational Psychological Assessments.
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We review the effectiveness of the support and interventions and their impact on the pupil's progress at least twice in a year.

5.5 Supporting pupils moving between phases and preparing for adulthood

Through detailed reports, we share information with the school, college, or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Class/subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This is differentiated for individual students.

We also provide the following additional support/interventions:

One-to-one and small group interventions for students with specific or general learning difficulties as follows:

- In-class support for ADD, ADHD; and students struggling with executive functioning and organizational skills.
- Phonics, guided reading, spelling and creative writing interventions for children with dyslexia and general language difficulties.
- Verbal and written comprehension exercises for children with dyslexia and general language difficulties.
- Numeracy interventions for pupils struggling with the basic mathematical operations, word problems and other mathematical operations requiring multiple steps.
- Speech and language therapies.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Adapting our resources and staffing.
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font size, augmenting texts with pictures, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, breaking instructions and tasks into manageable chunks, reading instructions aloud, etc.
- Differentiating expectations, for example, giving different project expectations and different Grade Point Average Targets for promotion to the next class.
- Differentiating exam mode and expectations, for example, providing Access Arrangements and Accommodations for tests and exams.

5.8 Additional support for learning

We have teaching assistants in all classes in Early Years through Key-Stage One.

There is a teaching assistant for each year group in Key Stage 2- The support of the TA is scheduled around the classes (2-3 classes) in each year group.

There are 6 learning facilitators working with specific individual pupils in some/all lessons-ensuring the individual pupil's learning, behavioural and social needs are met.

In addition, a SEN Teacher with the SEN Coordinator, has scheduled visits to all classes in Key Stage 3 to 4 classes, to observe lessons, monitor children's performance and provide individual support in some lessons.

The Learning Support Staff (Teaching assistants, SEN teacher and learning facilitators) support students on a 1:1 basis when the student has specific learning difficulty (ies) that impedes his/her learning in a general class.

Learning Support Staff (Teaching assistants, SEN teacher and the Learning Facilitators) support students in small groups when a small group of students have similar support needs and can work together to same objective(s).

5.9 Expertise and Training of Staff

Our SENCo has more than 18 years' experience working with children with Special Education needs. She works full time in Grange school to manage SEN provisions.

She works with a team of one SEN Teachers, twelve Teaching Assistants and six learning facilitators who are trained to deliver SEN provision.

Teaching Staff have been trained on the following in the past one year:

- SEND Code of Practice - EduCare CPD - Taken by SEN Coordinator SEN Staff and some teachers.
- Dyslexia Awareness for International School- EduCare CPD -Taken by all teachers and Teaching Assistants
- Identifying and supporting student with Dyslexia - Dyslexia Nigeria-Onsite Training- Taken by 20 staff members.
- Making Effective Use of Teaching Assistant- EduCare CPD -Taken by All teachers who work with TAS and their TAs.
- Reflective Safeguarding Practice for International Schools- EduCare CPD - Taken by all teachers and TAs.

5.10 Securing equipment and facilities

The SENCo recommends resources and sends to the School Heads who then includes them into the Whole School Budget for the Year.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Monitoring by the SENCo
- Using provision maps to measure progress

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

- All our extra-curricular activities and school visits are available to all Grange pupils.
- All pupils are encouraged to go on our school trip(s).
- All pupils are encouraged to take part in sports day/school plays.
- No pupil is ever excluded from taking part in these activities because of his/her SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Council
- Pupils with SEN are also encouraged to be part of School clubs and teams to promote teamwork/building friendships

5.14 Involving External Agencies:

The SEN Coordinator seeks advice and support from external agencies in the identification and assessment of SEND, and in providing specialist support to individual pupils.

The SEN Coordinator is the designated person responsible for liaising with:

- Early Years Assessment Team
- Education Psychology Services
- Behaviour Support Services
- Speech and Language Services
- Other Specialist Outreach Services

5.14 Complaints about SEN provision

Complaints about SEN provision in our school are made to the class teacher/SEN Staff, then to SEN Coordinator in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with SEN and the pupils have the right to make complaints if they believe that our school has discriminated against their children.

6. MONITORING ARRANGEMENTS

This policy is approved by the Head of School.

This policy will be reviewed by the Head of School, Head Teachers and SENCo **every year**.

It will also be updated if any changes to the information are made during the year.