



Pudsey  
Grangefield  
School

## **Special Educational Needs, Disability and Learning Support Information and Policy**

Amended 20/11/2017

The information provided within this document relates solely to Pudsey Grangefield School. The SEN Coordinator is David Brown and can be contacted by telephone at 0113 255 8277 ext 214 or alternatively by email at [d.brown01@pudseygrangefield.co.uk](mailto:d.brown01@pudseygrangefield.co.uk).

For information regarding SEND provision (The Local Offer) within the local authority please visit <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

### **Pudsey Grangefield College Special Educational Needs / Learning Support Policy and Information**

Our aim is to have a fully inclusive ethos with attention to outlook and practice so that students achieve their potential through effective participation. This is in line with our school vision.

**“To be a centre of excellence where every child aspires to learn, progress and achieve.**

**Where every child, whatever their background or barrier, has equal educational opportunities and can be fully integrated into school life in a safe, secure environment with high quality provision to produce confident, successful young people”.**

**The following policy recognises and aims to address the key issues identified in the SEN Code of Practice June 2014**

### **Definition of Special Educational Needs and Disability:**

A child or young person has SEN if they have a significant learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This may relate to learning, emotional needs, sensory impairment, physical disability or medical condition. They have a significantly greater difficulty in learning than the majority of children of the same age.

SEND may include learning difficulties, physical impairment, hearing impairment, visual impairment, autism, Social, emotional and mental health difficulties and speech language and communication difficulties

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision* means:

For children aged two or more, special educational 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 and mainstream post-16 institutions.

This definition is based on the definition of SEN in the Code of Practice 2014 (paragraph xv section 1)

### **Early Identification:**

- A child with special educational needs should have their needs met.

- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- To monitor provision and progress met.

### **Values:-**

We at Pudsey Grangefield School are committed to meeting the Special Educational Needs of students and ensuring that they make maximum progress.

We believe that all students:

- Are of equal value.
- Are able to make a valuable contribution to the life of the school.
- Should have equal educational opportunities.
- Be educated in a climate of high expectation co-operation and collaboration.
- Should be integrated and participate fully in school life.
- Have the right to be treated with sensitivity, consideration and respect in a safe environment.

We believe that all employed staff:

- Have a responsibility to identify, respond and ensure high quality provision in the education and welfare of all students with Special Educational Needs to overcome barriers to learning, provide suitable learning challenges and accommodate a diversity of student need.

### **Accessibility**

Accessibility was one of the key design criteria in the construction of the new school building (BSF Phase 1) which opened in September 2008. An extremely high level of (physical) accessibility was achieved through this process.

To monitor and ensure that these high standards of access are maintained, the school will liaise closely with the PFI provider (Interserve) and ICT services provider (RM) through regular scheduled meetings. Outcomes of these meetings will continue to be reported to and monitored by, the Governors' Buildings Sub-committee.

Subject Areas will;

- Ensure their teaching and learning spaces are accessible and meet the requirements of the specific health and safety risk assessment.
- Use planned seating and grouping arrangements (where appropriate) to support pupils with disabilities.
- Identify, report and work to overcome barriers for disabled pupils.

This and further information regarding equal opportunities, equality and disability written in compliance with the Equality Act 2010 can be found within the Single Equality Scheme policy on the school website.

### **The schools Collective responsibilities towards Special Educational Needs:**

- To identify and assess students' needs as early as possible (ideally during Year 6 through effective primary liaison).
- To ensure full entitlement and access for special needs students to a broad and relevant curriculum with full agreement from the Principal, to reflect our inclusive ethos.
- To work in partnership with parents, students and external agencies to ensure students with SEN are able to reach their full potential.
- To prepare Individual Pupil Profiles for students with an Education, Health and Care Plan (**EHC plan**) and IEP's for students who receive or have received outside agency support within the last 2 years (traditionally school action plus).
- To regularly review interventions and assess their impact upon student's progress.
- To keep teaching staff fully informed of individual needs and advise on appropriate strategies.
- To provide individual/small group support where necessary in the raising of literacy skills and numeracy skills.
- To develop and review individual education plans and issue copies to parents and subject staff.
- To ensure EHC plans are clear and detailed, made with prescribed time limits, specify monitoring arrangements and are reviewed annually.
- To provide a safe and secure environment for students so that they participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- To effectively develop Teaching Assistants.
- To work closely with other practitioners in the Special Educational Needs team in order to achieve these aims in line with our Vision Statement and beliefs.

### **Our student related targets are:**

- To ensure that the learning needs of students with SEN are identified and assessed as early as possible.
- To provide a timetabled withdrawal programme of support for identified students.
- To monitor student progress and provide reports for parents according to school policy.

- To ensure that students are involved in the reviews of their Pupil Profiles and IEP's.
- To ensure that students are supported appropriately in order to achieve their targets/potential.
- To apply for special considerations for examinations where necessary.

It is very important to us that students are consulted about their individual needs and that their views and opinions are taken into consideration at all times. Involving students in the various review processes that occur over an academic year allows this to happen. The pastoral system also provides both students and parents with a number of ways in which they can discuss their progress, issues or concerns.

### **Our parent related targets are:**

To ensure good communication with parents by:

- Provide guidance and support for parents on how they can work with their child in order to maximise progress.
- Report to parents in line with the school assessment and reporting policy.
- All parents to receive a copy of Individual Pupil Profiles or IEPs.
- Ensure transition procedures are such that new parents feel confident to share SEN information about their children.
- Provide annual EHC plan reviews.
- Promote an open door policy for parents who have any concerns.
- To work closely with Governors, providing information and seeking support if required.

### **Admissions For In Year Entry**

- Student is admitted by Principal.
- Induction is with the Director of study.
- The Director of study will then liaise with the Year Leader and Form Tutor
- Student is referred to the Director of SEBEN for diagnostic testing and then possible intervention.
- Information given to staff.
- A buddy system is set up in the first instance to support the student around school

If the school is alerted to the fact that a child may have a difficulty in learning and or disability, we will endeavour to collect all relevant information and plan an appropriate a personalised differentiated curriculum. That serves to include each and every student as much as possible

All students with Special Educational Needs will be involved in the full life of Pudsey Grangefield School.

### **Assessment of students with SEN**

**Screening Procedures we currently use are:**

NFER Reading Comprehension Test – Annually whole school

ACCESS Reading Test

SWST Spelling Test

WRAT 4 Test – administered by the Director of SEBEN

Rapid Lucid Dyslexia Screening Test and Lucid Test administered by the Director of SEBEN

We use results from these tests to:

- Evaluate students progress
- Identify weaknesses/strengths
- Plan intervention strategies
- For Educational Psychologist referral

**Approaches to teaching and Learning for SEND students**

All school staff have access to all available information regarding the additional needs of a student and are actively encouraged to ensure they regularly keep abreast of their needs through the student support register (a directory of information and strategies regarding any potentially vulnerable students within school), Individual Pupil Profiles and IEP's. As a result of this information staff personalise lessons, informed by the schools Teaching and Learning Policy to best meet a student's individual needs.

On occasions when despite all efforts to accommodate individual students', barriers to learning and progress still exist, the school provides a range of interventions aimed at reducing/removing these barriers. The current provisions are as follows, however these are kept under review dependent on need:

Literacy Intervention – Catch Up Programme

Numeracy Intervention – Catch Up Programme

Dyslexia Support Programme

Self Esteem Programme

Relationships and Integration Programme

Behaviour for Learning Programme

Managing your Emotions Programme

Speech Language and Communication Programme

Individual Mentoring.

If viable and in the best interests of the child the school will endeavour to meet the individual needs of all of its students. This includes personalising curriculums and providing learning environments that best meet the needs of individuals and groups of students.

The school follows the SEN Code of Practice guidance with respect to all students identified with SEN by ensuring the following process takes place for each individual student:-

*Assess student's needs - Plan support - Implement support - Review outcomes*

### **Support available and how the services, provision and equipment is secured**

The support available within school is highlighted above, however if after intervention support, barriers are still impacting on a student's learning and progress the school would look to involve specialist support from outside agencies. Referrals can be made directly from school or through Cluster Guidance and Support Panel. The support requested is entirely dependent on the identified barriers:

Referrals to the cluster Guidance and Support Panel give access to guidance, support and advice from a team of practitioners employed directly by the cluster, other commissioned services and partner agencies. On a needs led basis children, young people and families can be supported to access the above services.

The Guidance and Support Panel includes membership from the following agencies:

- Addiction Unit
- Area Inclusion Partnership
- Attendance Advisory Service
- Bramley and Rodley Community Action
- Barnardos FIS
- Child and Adolescent, Mental Health Service • Children's Centres
- Connexions
- Children's Social Work Service
- Educational Psychologist
- Health Visiting
- Leeds Anti-Social Behaviour Team
- Multi Systemic Team
- Platform
- School
- School Nursing
- Youth Offending Service
- Willow Young Carers

In addition, the cluster also provides a Targeted Mental Health Service and Family Support Service. This can be accessed through Guidance and support.

Off-site educational provision can also be accessed through the Area Inclusion Partnership as shown below:

- 1) KS 3 Oasis  
In reach service

- 8—10 full time places (5 days per week)  
Behaviour, emotional and attendance  
Support
- 2) WEST 11 alternative curriculum support for KS3

- 3) WEST 14 alternative curriculum support for yr 9 and KS4

In order to access support available students will need to meet set criteria both for intervention support within school and the involvement of outside agencies. Contact should be made with either the Director of SEBEN, House/Year Leaders, Learning Coaches or Director of Studies who will be happy to discuss concerns and take appropriate action. Contact details for these agencies can also be provided on request.

The school will endeavour to ensure required equipment is secured in order to best meet individual student's needs, however this is obviously determined by cost and funding available. Consultation will take place with experts in order to secure the most appropriate equipment when required.

### **How Support is Offered in Moving Between Phases**

The school places great importance on the transition of students to and from Pudsey Grangefield.

Year 6 into 7 – meetings with primary staff occur in the summer term in order to gather information. This information informs the actions that we take. It is common for additional meetings to be held for the more vulnerable students that will involve parents. A transition club runs for one evening per week for a six week period for identified vulnerable students. The aim of the club is to help students become familiar with their new surroundings prior to September and to give them taster sessions of lessons they will be attending. Information is provided to all staff via the student support register and IEP's prior to September, allowing staff time to prepare and ensure that individual student's needs are met. A higher number of LSA's are initially deployed to year 7 than other year groups to further aid their transition.

When required the school will liaise with and involve outside agencies to ensure a student's transition is as smooth as possible. We endeavour to put additional support into place on arrival for identified students. This may come in the form of mentoring, LSA support or additional literacy, numeracy, purchase of specialised equipment and reasonable adjustment to the school building in line with the Equality Act 2010.

All year 6 students attend a transition day within the last half term at which they are introduced to their Form Tutor, Year Leader and Director of studies. Once again they are given a taste of a typical day at Pudsey Grangefield. Around the same time a Parents evening is held for all new parents and carers.



Student's files and key information are passed onto further education establishments when a student moves on.

### **Entry and Exit Criteria**

Students are classified as having a special educational need or disability in line with the definition stated within the code of practice and are recorded as K, E or S on SIMS. Those recorded as K include students who are not in receipt of an Education Health Care Plan but are:-

- On the Speech and Language Team caseload.
- Have a Visual Impairment. (are on the VI team caseload)
- Have a Hearing Impairment.(are on the HI team caseload)
- Receiving long term support ( more than 3 sessions) from CAMHS or TAHMS
- Having an EHC assessment pursued.
- Have a medical condition that significantly impacts on their learning or ability to access school
- Have a significant learning need that requires the involvement of the SENSAP team and or Educational Psychologist.
- Diagnosed Autistic Spectrum condition

Those recorded as E or S on Sims are in receipt of an Educational Health Care Plan or Statement of Special Educational Needs.

Students are placed on the Student Support Register for a large range of reasons yet may not be classified as having a special educational need or disability. The purpose of this is to provide staff with information and strategies that will support student's progress. Such reasons include:-

A student has low levels of literacy.

EAL

Any medical reasons

Has a specific learning difficulty

Child protection concerns

A student with An EHC plan 0-25 will have at least 1 annual review. This review will determine any movement from an EHC plan to K. Students in receipt of FFI funding who do not have an EHC plan also have an annual review. All other students who appear on the student support register are classed as wave 1.

### **Categorisation/Codes used for identification**

**Wave 1** (1) Whole school assessments, class or subject teachers identify a child who may require additional support and, consulting the school's SEN Co-ordinator, take initial action through increased differentiation

(2) The school's SEN Co-ordinator takes responsibility for gathering information and for co-ordinating the child's additional provision, working with the Student's teachers.

**Code K (1)** Teachers and the SEN Co-ordinator are supported by specialists from outside the school. Application for an EHC plan can be made initially by using the matching provision to need document.

(2) The LA consider the need for an EHC plan and, if appropriate, make a multidisciplinary assessment.

**EHC plan** Enhanced provision. The LA consider the need for an Education and Health Care Plan and if appropriate, draw up an EHC plan and arrange, monitor and review provision.

The monitoring and review of students with SEND occurs at regular intervals on a number of levels:

- Form Tutors are asked to monitor students within their coaching groups on a weekly basis.
- Subject teachers are expected to continually monitor the progress of all students and provide levels data up to 3 times per year.
- The impact of interventions is monitored at the end of each term
- Students with an Individual Personal Profile or IEP will have this reviewed twice per year
- Students in receipt of an EHC plan or in receipt of FFI funding will also have an annual review of their progress.
- An annual review day in which students produce and deliver a presentation to staff and parents / carers regarding their progress.

The information gained from the monitoring of students then informs the actions that are put into place.

## **Appendix**

### **1. Arrangements for co-ordinating educational provision for students with SEN**

This co-ordination will be organised:

- 1) Through primary link at transition.
- 2) Through referral to the Director of Studies who will then liaise with the Director of SEBEN and House/ Year Leader
- 3) Through the system of Individual Pupil Profiles and IEPs which will inform and co-ordinate staff responses.
- 4) Through the allocation of Learning Support Staff time.

## **2. Practice**

The Director of SEBEN will construct a register providing information and strategies about vulnerable students. Entry onto the register will be by referral from primary intake information, by parental consultation, or by referral from teachers or other agencies. Students will be removed from the register when they no longer require additional help: this will be indicated by teacher assessments by meeting IEP targets, and following discussion between parents, students and The Director of SEBEN, Year Leader and or Director of Studies

The school will implement the Code of Practice in the following ways:

- a. Consulting with parents and students in all matters to do with additional needs.
- b. Identifying and assessing needs on intake and throughout the student's time at school.
- c. Class teachers identifying and recording strategies at Wave 1 and when required, referring students to the SEN department.
- d. Particular difficulties for individual students will be referred to the Director of SEBEN for consideration to suitable outside agencies, after which an IEP will be produced or reviewed.
- e. Through the Student Support Register the SEN team will identify and review teaching strategies and targets for all students.
- f. Use Dyslexia Friendly teaching and learning strategies in the classroom.

## **3. Assessment of Students**

Students needs will be assessed from the following information:

- 1) Intake scores.
- 2) Profiling Reports from Primary School.
- 3) NFER Tests.
- 4) ACCESS Tests
- 5) SWST Tests
- 6) Individual diagnostic testing for Dyslexia.
- 7) Individual Testing following parental or student request.
- 8) Referrals from staff.
- 9) Student interviews, observation and monitoring.
- 10) Underachievement shown in whole school assessment.
- 11) Concerns expressed by pastoral or teaching staff.
- 12) Routine school assessment procedures.
- 13) Provision for students with EAL.

## **4. Resources**

- The school organises its resources and is accountable for best value.

- Capitation allowance for Learning Support is allocated at the start of the year.
- It is the responsibility of the Director of SEBEN to resource the department according to needs identified by nature of student difficulties.
- As with all other departments the SEN team are entitled and encouraged to bid for any major items/ needs from additional funding sources.
- Pudsey Grangefield College is committed to developing staff to the highest standard and training will be made available to all members of the team.
- The school has ensured that the needs of students are met by employing a Director of Special Educational, Behavioural and Emotional Needs. The Director of SEBEN will use the student's EHC plan and LA banding document to identify the areas of students needs and make appropriate provision. The school will provide adequate support staff to ensure students are enabled to develop to their full potential.
- Times will be identified for staff to review students progress and/or discuss student curriculum needs and transfer information between classes and phases.
- Individual Pupil Premium funding is used to support that students learning. A record of money spent is closely monitored and in the Pupil premium plus cases is individually recorded.

## **5. Training**

- The school will ensure that staff are kept fully abreast of their statutory responsibilities by training and receiving regular updates from the Headteacher/Director of SEBEN.
- The Headteacher /Line Manager / Director of SEBEN will keep up to date about SEN issues through attending at training and cluster meetings. In addition the Director of SEBEN Inclusion will develop his skills through attendance at specialist training, discussions with outside specialists, reading and subscription to professional bodies.
- Non-teaching staff who support individual students and groups of students need to have a wide range of curriculum and SEN knowledge. This will be updated regularly by making available relevant courses and ongoing in house training.
- All staff are welcome to attend any in house training taking place within the SEN area.

## **6. Expertise amongst staff**

The SEN support team consists of a Director of Special Educational, Emotional and Behavioural Needs, two mentors and 5.6 Learning Support Assistants. Areas of need are fronted with a key member of staff from this team who has received additional training in that particular area. This member of staff works closely with the Director of SEBEN to ensure best practice. SEN areas that currently have this in place are:

Dyslexia

Speech and Language  
Access Arrangements  
Literacy Catch Up  
Social Emotional and Mental Health  
Visual Impairment

## **7. Annual Reviews**

EHC plan Annual Reviews are arranged in accordance with the LA guidance document and in line with Code of Practice.

It is the responsibility of The Director of SEBEN to organise and conduct the annual review at the specified time. The aim of the review is to:

- Assess child's progress towards the objectives of the EHC plan.
- Collate information from school and external agencies.
- Review progress towards targets and consider appropriateness of EHC plan.
- If the EHC plan is to be maintained and set new targets.
- Plan support for student.

## **Additional Activities Available**

In addition to the school curriculum, all students are given the opportunity to participate in an extensive programme of activities and clubs. The school will endeavour to be as inclusive as possible in all cases.

Activities	Clubs
Athletics	Art
Basketball	
Cricket	Dance
Dance	Drama
Football	Homework
	ICT/Computing
Music Theory	Literacy Booster
Rugby	Maths Booster
Rounders	Music Technology
Sports Hall Activities	Performing Arts Technology
Table Tennis	School Band
Tennis	School Choir
Trampoline	Science
Volleyball	
	Strategy Games
	Theatre production

The School offers mid-year trips to France and Skiing

## **Complaints procedure**

Should a parent or pupil wish to raise a concern or make a complaint regarding SEND provision they should follow the complaints procedure defined on the school website. The nature of the concern or complaint will determine the level at which it is addressed including the school governors.

### **It should be noted that:**

As appropriate the aims and objectives of the SEN department relate directly to those of the school and the LA. They are also based on the values gained from and are guided by the requirements of the 1996 Education Act, the SEN code of practice and Special Educational Needs and Disability Act of 2001 Every Child Matters Guidance and the single equality act 2010.

## **Attachments**

SEN flowchart

**Written by DB**

**Reviewed: (ratified by Governors)**

**Next Review:**