



Grays Convent

HIGH SCHOOL

Special Educational Needs & Disability Policy

This Policy was adopted by the Governing Body Summer 2024

This policy will be reviewed Annually or as legislation changes

MISSION STATEMENT

At Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

Statement of Intent

All pupils at Grays Convent High School are valued as a unique gift from God. Grays Convent High School recognises that some pupils may require additional support and resources to reach their full, God-given potential. We are committed to providing the right adjustments and support through high-quality teaching, identification of individual pupil's needs - whether they be required throughout their time at school or to overcome a short-term barrier - and ensuring appropriate interventions are provided to all pupils who have been identified as needing additional support.

Compliance

This policy complies with the statutory requirements laid out in the Code of Practice 0-25: January 2015, and has been written with reference to the following guidance and documents:

- Equality Act 2010 advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (January 2015)
- Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Safeguarding Policy
- Accessibility Plan
- Equality Policy and Objectives (2022)
- Teachers Standards (2012)

The SEND Aims of the School

- To ensure that all pupils have access to a broad and balanced curriculum which is personalised and focused on both personal and academic outcomes
- To ensure early identification of all pupils requiring SEND provision
- To ensure that SEND pupils have equitable access to all school activities as their age-related peers.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment and are involved as partners

- To ensure that SEND pupils are involved, in decisions affecting their future SEND provision
- To ensure that all pupils are equally valued and celebrated for achievements.

Definition of Special Educational Needs

The school follows the 0-25 SEND Code of Practice (2015) and uses the same definition of special educational needs i.e.

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
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools or mainstream post-16 institutions

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. This is where there is a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

There are factors that may impact on progress and achievement but may not be SEN, but need to be considered, these include those children who:

- have English as an additional language
- are a looked after child
- have a disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- are entitled to pupil premium
- have poor attendance/punctuality

Identifying Special Needs

There are four broad categories of SEN as stated in the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical

We recognise the importance of identifying those pupils who might have SEND.

We:

- liaise with primary schools before and during transition from Year 6 into Year 7 and assess each pupil’s current skills, level of attainment and needs on entry, considering if any reasonable adjustments or support needs to be put into place
- consult with parents and pupils about their views of the child’s progress
- use information from the progress checks – to enable us to identify those children who are making less than expected progress and consider the support strategies that might help them

- monitor pupils progress through analysis of school data including attainment, attendance and behavioural data and hold regular RAP meetings to identify pupils of concern
- act on concerns raised by parents or staff.

‘**Less than expected progress**’ includes where:

- progress is significantly less in comparison to other pupils starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not narrowing between the child and their peers (the gap may even be widening).

A Graduated Approach to SEN Support

Where a pupil is identified as having SEN we will take action to “remove the barriers to learning” and put provision in place. A Graduated response is adopted (as outlined in the Code of Practice 2015) to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCo, but will be planned and delivered by teaching and support staff.

Support is provided on the basis of meeting individual needs. The school uses the **three wave model of intervention**:

Wave 1: “Every teacher is a teacher of every child including those with SEND”

Quality First Teaching for the whole class, where differentiation is embedded in teaching strategies which take into account the learning needs of all pupils, to ensure pupil progress. **Wave 1 runs through all 3 Waves.**

Wave 2: Some pupils may need additional intervention to accelerate their progress to enable them to work towards age-related expectations. This could include: an in-class Learning Support Assistant, (targeted support) small group work in Literacy/Numeracy Intervention sessions, following e.g. the Stiles Maths scheme. It may also be appropriate to seek advice from the external agencies. There may be a need to make an adjustment to an individual’s timetable e.g. to accommodate a pupil’s physical needs, it is necessary to allow more time to change for PE.

At this stage there will be a move to SEN Support and the pupil will be placed on the SEND List (the single category of SEN Support now replaces School Action and School Action Plus).

Wave 3: This includes much more focused targeted provision with one to one support. There would be more individualised programmes with tailored intervention necessary to accelerate progress to narrow the gap. The external agencies e.g. Speech and language therapist would become involved for their expertise and to make specialist assessments.

When a pupil is placed on the SEND List the cycle of **Assess- Plan- Do-Review** is followed:

Assess: There is regular assessment of pupils’ needs so that progress is tracked and compared to peers and national expectations. The concerns / views of parents/carers and the pupil are taken into account. There may also be assessments by external specialists.

Plan: Once a pupil receives SEN Support, the parents/carers are notified to inform of the level of intervention which is in place and the expected impact. Parents/carers will be asked to share in the monitoring of progress through any home learning e.g. Lexia PowerUp Literacy Program.

Do: The subject teacher is responsible for working with the pupil during their lessons. If the interventions involve the pupil being away from the main teaching class, they still retain responsibility for the pupil and should liaise with those providing the support/intervention.

Review: There are three Progress Checks throughout the Academic Year, to review progress data. These will identify any areas where progress is slower than expected. The SENCo meets Parents/Carers at Parent's Evenings, Annual Reviews of the pupils with an EHC plan and at other agreed meetings.

Education, Health and Care Plans

EHC plans are reviewed every year, they are conducted within the statutory timeframes and take into account the views of the child or young person and those of the parent or carer. In years 9-11, the Local Authority become involved and a representative from the 'Preparing for Adulthood' team will be invited to each Annual Review. Additionally, in year 11, a representative from a sixth form school or college would also be invited to attend the Annual Review.

Criteria for Exiting the SEND List

Where pupils make sustained progress based on the tracking of progress checks and discussions with parents / carers, it may be agreed that no further additional support is necessary. The pupil would then exit the SEND List.

Supporting Pupils and Families

Grays Convent School has cooperated with the Local Authority in the development and review of the Local Offer. This can be found at www.thurrock.gov.uk/localoffer.

It is the school's statutory requirement to provide a **SEND Information Report**, which can be found on the school website: www.graysconvent.school.

Transition is a part of life for all learners. Provision is made for the transition of pupils from primary schools to Grays Convent School and onto other Secondary schools or post 16 Education by liaising with the relevant institutions. Internally, a change of grouping will be discussed with the pupil/parent/carer. Those Year 9 pupils on the SEND List will be offered support and guidance in selecting option choices for KS4.

Grays Convent School follows national guidance about supporting children to access external examinations. GCSE Access Arrangement specialised testing is carried out, and if granted the necessary provision e.g. extra time is put in place. Parents/carers are notified of all arrangements. In keeping with the guidance contained in the Code of Practice 2015, the school aims to ensure that parents/carers are involved regarding their child's progress and the appropriate provision is put in place. Special Consideration is applied for, if deemed appropriate.

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 education, including school trips and physical education. Some pupils 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 may also have special educational needs (SEN) and have an EHC plan which brings together health and social care needs as well as their special educational provision. This is in line with the SEND Code of Practice (2015).

Links with External Support

A number of specialist services and expertise are engaged by the school, in order that concerns/problems are addressed as soon as possible. These include:

- The Educational Psychologist for formal assessments and emotional/behavioural concerns.
- Sensory impairment services (hearing/visual) for advice and visits to carry out relevant assessments.
- Speech and language Specialist Teacher Advisor for advice and to carry out assessments.
- The occupational therapist attends review meetings when necessary and offers specialist advice.
- Thurrock EAL (English as an Additional Language) Outreach Team, provides advice/resources and support.
- The Careers Adviser conducts careers interviews and offers information and advice about college courses and the world of work.
- GCSE Access Arrangement specialised testing is carried out, and if granted the necessary provision e.g. extra time is put in place.

Roles and Responsibilities

The SEND team of the school:

SEND Governor

Headteacher

Assistant Headteacher

SENCo

Learning Support Assistants

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that SEND pupils are fully involved in school activities, including educational visits and trips
- Having regard to the Code of Practice 2015, when carrying out these responsibilities.

The Role of the Headteacher

The Headteacher works closely with the SENCo to ensure that all aspects of the SEN provision are made, including:

- Keeping the Governing Body informed about SEND within the school
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the SENCo

The SENCO plays a crucial role in the school's SEND provision, responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating the provision for pupils with SEND
- Managing Learning Support Assistants and creating their timetables
- Liaising with and advising colleagues on matters relating to SEND
- Organising and maintaining the records of all SEND pupils
- Overseeing the review and maintenance of EHCPs
- Liaising with parents/carers of SEND pupils
- Liaising with Primary school SENCo's when Year 6 pupils transfer into Year 7 at the school
- Liaising with other school SENCo's when pupils transfer at any time during any Key Stage
- Liaising with all post 16 providers when SEND pupils transfer at the end of Year 11
- Liaising with external agencies, LA support services, Health and Social Services, Careers Adviser and voluntary bodies
- As part of quality and assurance the SENCo meets fortnightly with her SLT Line Manager to discuss provision for pupils with SEND

The Role of the Subject Teacher

Responsibilities include:

- The progress and development of every pupil in their class
- Setting high expectations for every pupil, whatever their prior attainment
- Devising strategies and identifying appropriate differentiated methods to enable all pupils to access the curriculum
- Working in collaboration with Learning Support Assistants to provide pupils with quality first teaching
- Identify individual pupils not making progress and inform the SENCo
- Provide information when required for SEND reviews/Cause for Concern referrals
- Ensuring the application of this policy in their lessons.

The Role of the Learning Support Assistant

If a pupil has an Education Health Care plan, there will be a designated Learning Support Assistant assigned for the allocated hours. It is also important that every pupil becomes an independent learner. The Learning Support Assistant is deployed by the subject teacher in that lesson, to meet the variety of needs of individuals or groups of pupils. We aim to support those pupil's with Special Educational Needs and Disabilities to help them to succeed.

Storing and Managing Information

Records will be kept of the steps taken to meet pupils' individual needs. The SENCo will maintain pupils' records and access to them. Records include information on;

- Previous school/phases
- Progress and behaviour
- Health/Social Services if relevant
- Parental/carer concerns
- Pupil views on difficulties – if appropriate

Accessibility

We have a marked disabled parking bay near the front entrance of the school car park. There is a disabled toilet on the ground floor. There is wheelchair access via the main doors into the school. This gives access to the lower floor class rooms, hall and canteen. There are alternative routes into the school for wheelchair users, via the back doors in room 8 and through the gym doors. If necessary we would seek advice regarding the use of other aids to assist those with a disability to access the school environment and for those pupils with a disability to access the curriculum. We have put in place a number of facilities for those with sensory impairments:

Hearing impairment:

- There are lowered ceilings with acoustic tiling in rooms – 2, 3, 4, 32, 33, on the lower floor and rooms 20 to 26 on the upper floor. There are some carpeted rooms - 1, 34, 35, 36, the IT areas: the Dormer, rooms 7, 27 and the music rooms.
- There is suitable lighting for lip reading in the reception area.

Visual impairment:

- There are yellow strips on the edge of some stairs
- Various large print books in the library
- Large print maths and literacy resources available
- Tinted overlays and coloured reading rulers
- Colour adjustments on the computer screen monitor
- Enlarged photocopies of resources as required
- Enlarged papers for GCSE examinations as part of the access arrangements.

We are aware of individual health needs and have trained First Aiders on site. Two Learning Support Assistants have successfully completed their Feeder Tube training. A program of vaccinations is carried out on site, parents/carers are kept informed about these procedures. Staff are aware that Health Care plans are kept on Sims. There are procedures for those pupils who need medication during the day. It must be handed into the office and be clearly labelled; details are recorded in the medical care plan. There is a medical room on the first floor; this is linked to the office. There is a bed and a storage area for medical equipment. If your child is unwell, a decision will be made to contact parents/carers regarding their health needs.

Admissions

Arrangements are in accordance with the school's admissions policy. This can be found on the school website at www.graysconvent.school.

The admission of pupil's granted an Education, Health and Care plan (EHCP) who name Grays Convent High School, follows the process set out by the Local Authority.

Bullying

At Grays Convent School we will actively address all forms of bullying and take measures to stop it. We will not tolerate the bullying of any member of our school community. Please refer to the information contained in our Anti-bullying Policy. This can be found on the school website at www.graysconvent.school.

Reviewing the Policy

The SEND Policy will be reviewed annually by Governors.

Complaints

The school works, wherever, possible in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. If for any reason you are unhappy with the SEN provision, please discuss in the first instance, your concerns with the SENCo. Any further concerns would be discussed with the Headteacher. The formal complaints policy can be found on the school website at www.graysconvent.school.

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Addendum

Remote Learning Guidance (in the event of a lockdown/self-isolation).

During the period of a lockdown, 'Educational Provision' for support is available in the following ways:

- Regular contact by the SENCo via mobile phone (weekly call) and email.
- Contact from the Learning Support Team via email/Google Classroom.
- Pupils on the SEND list have ability to email subject teachers for help/guidance with work as well as Heads of Year.
- All pupils have access to our remote learning platform – Google Classroom and teaching staff will arrange Google Meets for some live teaching.
- Alternative arrangements for work to be posted home can be made should any pupil with special educational needs have IT issues with accessing work. A laptop for home use may also be provided if required.
- Accelerated Reader programme and the Lexia Power Up Literacy program using the Lexia home link can be accessed and used by pupils with special educational needs in Key Stage 3.
- Conversations by phone can be arranged and conducted by relevant school staff or the counsellor should any emotional needs arise which may impact on learning.

- EHCp annual reviews will continue to be conducted by the SENCo via mobile phone conversations and email communication with parents and pupils.