

St Olave's Grammar School



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

1. Aims

The fundamental aims of the policy are that:

- the needs of all students who have SEND, at any time during their school careers, must be addressed;
- such students must have access to the National Curriculum and a broad and balanced curriculum;
- the role of parents is seen as vital, as is the partnership between parents, children, schools, LEAs and other agencies;
- assessment and identification should be done as early as possible;
- the students' views have to be taken into account by all who are involved;
- St. Olave's follows the guidelines given in the SEND Code of Practice: 0-25 years

2. Definition

A student has a special educational need which calls for special educational provision if he or she has:

- significantly greater difficulty in learning than the majority of the peer group;
- a need as identified in the SEND Code of Practice: 0-25 years which falls under the following main headings:
 - cognitive and learning difficulties;
 - emotional, behavioural and social difficulties;
 - communication and interaction difficulties;
 - sensory and physical difficulties.

We recognise that for some students the special need may be of a temporary nature.

3. Responsibility

Responsibility for carrying out this policy and the practices that arise from it is shared by all the staff. Specific responsibility is delegated to the SENCo, Ms S. Wilcox, working in partnership with tutors and Heads of Year. Ms Wilcox's representative on SLT is Mr A Rees, Assistant Head, and the designated governor for SEND is Mr I Ketchin.

4. Assessment

Students who are deemed in need of special educational assessment by teachers will be referred to the SENCo by the Head of Year. The SENCo will gather information and evidence before liaising with appropriate agencies to formalise the assessment procedure. Support will then be given as appropriate following advice from these agencies.

5. Procedures

Following the introduction of the SEND Code of Practice 0-25 years St Olave's continues to support students at the following levels

- **School Action:** form tutor, class teacher and/or Head of Year will alert the SENCo to a student's needs and the SENCo will investigate through information gathered from classroom teachers. Parents will be informed of the placement of the student on the SEND register. The SENCo will offer support 'in-house' with further support from form tutor, classroom teachers, parents and pastoral team as necessary.
- **School Action Plus:** as above but the SENCo will also seek advice from an outside agency in supporting the student. Parents will be informed of this decision and advised on how to continue to support their child.
- **Statement:** A student with a statement of special educational needs will be supported as stipulated in the statement with support from outside agencies as appropriate.
- **Education Healthcare (EHC) Plan:** A student with an EHC Plan brings together health and social care needs, as well as their special educational provision.

6. Role of the SENCo

- co-ordinating and managing the Special Needs work throughout the school;
- ensuring that the SEND Code of Practice: 0-25 years is implemented and followed;
- keeping up-to-date lists of students with special needs, reporting to the examinations secretary about students who will need special examination requirements;
- assessment and identification of students needs and implementation of SEND policy;
- attending and contributing to regular review meetings;
- liaising with Heads of Year and assisting with counselling of students, especially in the Lower School;

7. Revised code of Practice

The school embraces the SEND Code of Practice: 0-25 years in particular aspects relating to the involvement of class teachers in supporting students with SEND and in involving students in their education and support. Parents will also be kept fully informed of their child's progress and support. All parents of students with SEND are encouraged to play an active and valued role in their children's education. The school also recognises that students with SEND often have their own unique knowledge of their needs and the school encourages students to participate where appropriate in decision making processes.

8. Monitoring and evaluation of SEND provision

The school undergoes an active process of continual review and improvement of provision for all students. Regular and careful monitoring and evaluation of the quality of provision offered to all students is ensured by regular reviews, and working with parents/carers, student and staff. The SENCo, SEND Governor and a member of SLT meet annually to discuss SEND provision.