

LEICESTER GRAMMAR SCHOOL TRUST

LEICESTER GRAMMAR SCHOOL, LEICESTER GRAMMAR JUNIOR SCHOOL and STONEYGATE SCHOOL

SEND POLICY INCLUDING EYFS PROVISION

This is a whole school policy and as such applies to the EYFS.

This policy is to be read in conjunction with the Trust's Safeguarding Policy, including the Trust's response to the Prevent Strategy.

THE TRUST'S MISSION STATEMENT:

"The Trust (the Grammar School, the Junior School and Stoneygate School) is a co-educational centre for excellence in academic, musical, sporting and other areas of personal development within a Christian ethos."

The Trust's aims are:

- To develop the academic potential of the pupil
- To develop the musical, sporting and other talents of the pupil.
- To develop the moral and spiritual wellbeing of the pupil.
- To develop the individual, in a co-educational school, within a Christian ethos.

The Trust will select pupils for entry in accordance with its published admission procedures.

The Trust's aims are shared by: the Trustees, the Headmaster, the Head of the Junior School, the Head of Stoneygate School, Senior Managers and the staff in general. It follows that these aims are fully communicated to parents and pupils.

The Learning Support Department offers a service within the Trust ensuring we provide each child with the opportunity to fulfil his or her individual potential. It works to create a secure and sensitive environment for effective independent learning, health and wellbeing.

The Trust promotes positive attitudes towards learning, health and wellbeing. Through the Learning Support Department, its aim is to deliver graduated provision across the Trust:

- quality first teaching and pastoral care for all pupils
- outcome focussed interventions where additional SEND is identified or EAL is known
- access to appropriate specialist education and health services for identified pupils.

The Trust aims to effectively track pupil progress and provide pupil centred reviews. The Pupil Passport enables us to provide a personalised record of provision for identified pupils.

The Trust will make its best endeavours to meet its requirements under SEND legislation.

This Policy informs a number of other policies, including but not exclusively, Admissions, Welfare and Bullying and the Trust's Accessibility Plan.

DEFINITION OF SPECIAL EDUCATION NEED AND DISABILITY (SEND)

The following paragraphs need to be read and taken in their entirety.

A child or young person has SEND if they have a learning difficulty or disability which calls for additional education provision to be made for them. A child or young person (age 0-25) has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of a similar age in the context of the national norms in this country, rather than the norms of the selective academic cohort of the Grammar School, the Junior School cohort or the cohort of Stoneygate School; or

Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in a mainstream school or mainstream post-16 institutions. Under the Equality Act (2010) 'a person is disabled if they have a physical and/or mental impairment which has a substantial and long term effect on their ability to carry out day-to-day activities'.

AIMS OF THIS POLICY

That all staff will have the highest aspirations for a pupil with additional SEN, a disability, or an Education Health and Care plan (EHC plan).

That Trust leaders will demonstrate ambitious vision for pupils with SEND and EAL provision so that the identification of need does not result in excuses for lack of progress, a lowering of expectations or a reluctance to participate.

To enable the Head of Learning Support to lead and support class and subject teachers and pastoral staff in the delivery of the graduated approach to SEND provision, in line with the 2014 SEND Code of Practice and within the context of what is a reasonable adjustment.

To support the shared belief of the Trust that every pupil will have access to a broad and balanced education, including the Schools' curriculum maps and wider activities.

To ensure that pupils are supported towards progression, good mental health and wellbeing and to offer individualised teaching, support and exam concessions where appropriate.

To facilitate the seamless sharing of pupil information and effective record keeping across and within the Trust so that no pupil falls through the gap and parents are well informed.

To enable progress tracking for identified groups across the Trust and against a range of indicators, so that decision-making and provision is informed.

To enable the Trust to model excellence to education, health and care providers and to foster contributions and support from parents and other stakeholders.

The Trust accepts and values each pupil and their differences. The Trust will use its best endeavours to ensure that school is accessible and that no pupil is discriminated against.

In line with the Trust's safeguarding procedures, to help ensure that all pupils will be protected from harm and neglect.

THE TRUST IS COMMITTED TO

Making graduated provision available for all pupils, including identification and assessment for pupils who present with SEND: cognition and learning, communicational and interaction,

sensory and physical, social, emotional and mental health; and providing appropriate support for pupils for whom English is an Additional language.

Having pupils access the curriculum, by providing quality first teaching for all pupils across the Trust and additional and appropriate support or resources for pupils with SEND or EAL.

Empowering all staff to be responsible and accountable for supporting and monitoring the progress and development of the pupils in their class or tutor group, including where pupils access support from teaching assistants and specialist staff.

Regularly monitoring and evaluating academic and pastoral provision, so that barriers and gaps in learning and health can be removed.

Working in partnership with parents/carers, enabling them to take an active role in their child's education and wellbeing.

Involving pupils in pupil centred decision-making and review processes regarding their education, health and care.

Ensuring that pupils with additional SEN, a disability, or an EHC plan or pupils with EAL are empowered to be ambassadors for their school in every aspect of school life.

Working with outside agencies where appropriate to meet the needs of pupils with SEND and EAL.

Providing support and regular training opportunities to enable staff to fulfil their responsibilities.

Ensuring that pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem.

Ensuring that appropriate exam concessions are available for identified pupils.

Ensuring that the unlawful discrimination, victimisation and harassment of pupils with SEND or EAL is unacceptable.

Enabling responsibility for the coordination of SEND provision.

ROLES AND RESPONSIBILITIES

The Board of Trustees have decided that rather than delegate to one member of the Board it will collectively receive an annual report for SEND and EAL provision at the School and at that time review the provision and procedures attached to that policy: admissions, SEND (including EAL provision), expertise and staff training, equipment and facilities.

The Head of Learning Support is responsible for overseeing the Trust's provision for pupils with SEND and EAL and for co-ordinating day-to-day aspects of provision.

The Head of Learning Support

- Oversees the administration of the Trust's SEND policy and EAL provision across the Trust.
- Liaises with the Heads of the Junior School, Stonegate School and the Grammar School.
- Leads partnership working with specialist learning, health and care providers.
- Co-ordinates SEND records and Pupil Passports.
- Enables the identification of SEND across learning and pastoral care.

- Leads and supports all staff (including the School Nurse and the Listener) in delivery of the graduated approach to SEND.
- Works with all staff to assess, plan, implement and review SEND and EAL provision.
- Delivers specialist teaching and support to identified SEND and EAL pupils.
- Is qualified to assess for exam concessions and dyslexia.
- Enables pupils to self-advocate, supporting their voice across the Trust.
- Supports staff to track the progress and participation of pupils with SEND (including EAL),
- Liaises with and supports parents/families and is available on parents' evenings.
- Develops partnerships with families and other schools in the School's admissions process.
- Updates staff on policy and procedures.
- Promotes links with Trustees and other stakeholders, including partnerships with other schools.
- Delivers value for money, managing staff and resources to a pupil's best advantage.
- Shares best practice with a range of professionals.

ARRANGEMENTS FOR COORDINATING SEND AND EAL PROVISION

To enable effective communication with parents, the Head of Learning Support is available at parents' evenings, chairs the annual review meeting for a pupil with SEND and offers individual families appropriate on-going contact with school.

Parents who have a specific concern are encouraged to contact a pupils' class teacher, subject teacher or form tutor in the first instance.

A pupil with SEND has an an electronic record of their need (Pupil Passport), which includes a record of additional provision from Learning Support or other specialists, and strategies that will support their progress in the classroom. The Pupil Passport will be made available to the parent and the pupil for comment if they so wish.

The Head of Learning Support supports School leaders in LGJS and Stoneygate School, Heads of Department, Heads of Year in LGS and the School Nurse to monitor SEND and EAL provision in each school and across the Trust.

A pupil's SEND records and documents (Pupil Passport) are stored as part of their personal record in the school's data system. Paper records are securely stored in the Learning Support Room.

Practical advice on teaching strategies and information/guidance about SEND and EAL is available to staff through whole staff INSET, as part of the Pupil Passport and individually through the Head of Learning Support and the Learning Support staff team including the designated Learning support lead at Stoneygate School.

From time to time it may be necessary or appropriate to work with external agencies. In all cases the decision to do so will be driven by the Trust's intention to use its best endeavours to the advantage of the pupil.

ADMISSION ARRANGEMENTS

Details of the admissions process and criteria are to be found in the school(s)' prospectus and on the website.

Arrangements for pupils with SEND

The Admissions Policy states that in addition to the Trust's Mission Statement, the Schools aim to strike a balance between academic and practical work, physical education, moral and

spiritual development and the pursuit of leisure activities. We are committed to high standards of teaching and care and we welcome parental contact. Pupils are encouraged to participate enthusiastically in work and leisure activities and are expected to behave with tolerance and understanding, respecting the needs of others.

Applications from all pupils who have aptitude to access the academic curriculum are welcome. However, parents of children with SEND or learning difficulties are advised to raise the matter with the School early on so that reasonable adjustments can be made if appropriate on the day of the examination. Parents are asked to provide a copy of medical reports or other specialist reports to support their request. For example, large print material, extra time, use of a laptop or any other special arrangement.

Entry to Stoneygate School and Leicester Grammar Junior School is by interview and an assessment appropriate to the age of the child.

The normal point of entry to the Grammar School is into Years 6 and Year 7. It is anticipated that there will be relatively few places available in other years but when space is available admission can be directly into Years 8, 9 and 10.

In normal circumstances the offer of a place is following the successful completion of the entrance examination, which is held in the first full working week in January. The entrance examination in Mathematics and English will be based on papers composed by the School. A Verbal Reasoning paper is also part of the examination. Details of the topics likely to be covered in the examination can be found in the latest version of the prospectus or on the website.

The purpose of the examination is to reveal the pupil's underlying ability rather than how well they have prepared for the examination. In all cases the pupil's current school will be approached for a reference, which is cross referenced with a candidate's performance in the examination. A good performance is expected in all the examination papers and a poor performance in one paper is not therefore balanced by a very strong performance in another.

Candidates into Year 6 should expect to be interviewed. Candidates who are considered borderline or possible scholarship candidates in Year 7 may also be interviewed. Interviews (not scholarship) are intended to inform the School about a candidate's enthusiasm for learning in the broadest context. Scholarship candidates will be assessed for their potential to act as leaders in the classroom and about the wider School in the sense that they will stimulate others through perceptive questioning of staff and their willingness to realise any proposed initiative.

Entry is also invited into Year 12. In such instances a Sixth Form application form should be completed and the offer of a place is following subject interview and subsequently meeting the School's minimum Sixth Form entry requirement of 2 A and 4 B grades at GCSE.

At whatever point of entry, reasonable adjustments will be made so that candidates with SEND experience no significant disadvantage.

On the matter of learning difficulties the admissions policy says: At the Grammar School each pupil who has passed the entrance examination and accepted the offer of a place will be 'screened' for learning difficulties during the first year at the School and at key stages thereafter. Screening tests are indicative only: they are not infallible.

In addition, the Grammar School, Stoneygate School and the Junior School will do all that is reasonable to detect and deal appropriately with SEND. Following an Initial referral to the Head of Learning Support, this may include further investigation and support in and out of school. Parents will be invited to share in the process, and are advised if further specialist assessment is appropriate. Such an assessment may incur a cost for parents. The school will work closely with parents and specialist services, sharing information and pathways. The Head of Learning Support is qualified to undertake specialist screening for specific learning difficulties, and diagnostic assessment for dyslexia and exam access arrangements.

In line with national guidance, exam access arrangements (other than for pupils with a medical need or a Statement/EHCP) can only be supported by school-based evidence of need and the pupil's normal way of working. Across the Grammar School Trust this also includes in-house assessment necessary to support an application

Disabilities

The School welcomes pupils and prospective pupils regardless of any disability, of which it is aware. The Schools remain subject to their obligation to make reasonable adjustments so that pupil or prospective pupil with a disability does not experience any substantial disadvantage or advantage because of their disability, compared to any pupil who is not disabled. This commitment, of course, applies to any pupil who has SEND.

Pupils with English as an additional language (EAL) are considered for entry to the School by the normal published criteria. Extra time can be made available to candidates at the time of the entrance examination. Support is given to pupils who have EAL needs through additional intervention. In the sixth form, this includes English and enrichment lessons provided by a suitably qualified teacher.

The funding necessary to support pupils with SEND will be provided by the Trust. Pupils who require an additional screening, a diagnostic assessment for dyslexia or other specialist support will also not be charged for this service. However, the cost of any other external professional assessments or other specialist services commissioned by the school will be borne by the parents.

Additional support for individual pupils will be considered on a case by case basis, from a position of what is reasonable.

Arrangements at transition to the Grammar School.

Pupils transferring from either Stoneygate School or the Junior School will be screened at their entry point as with all other pupils. Transition meetings between relevant staff take place to help ensure the information is shared. The Pupil Passport will be maintained across transition and support will be offered as appropriate

Information about pupils joining from other schools will be sought by written request and parents will be invited to pass on any information regarding SEND to the School. If appropriate, reasonable adjustments will be made by the School to accommodate the needs of the individual pupil. The schools use standardized tests and internal assessments of work to provide a profile of pupil strengths and needs in Year 7 and at other times.

Pupils with EHC Plans and carers

Pupils with EHC Plans from their local authorities and who are suited to the School's educational offer are welcome. Should a pupil with an EHC Plan require a dedicated carer in school, for example, to assist with personal care, or writing, this can be accommodated provided that the carer has an enhanced DBS check which complies with child protection regulations in force at the time. The School will require a carer, as with other staff new to the School, to sign a written undertaking to comply with the School's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

REASONABLE ADJUSTMENTS

The School has considered what it can reasonably do to ensure a disabled person is not placed at a substantial disadvantage whilst at school. The main school buildings, being of recent

construction, allow quite ready physical access to all rooms and floors in the building by use of the lifts.

At Stoneygate school there is a greater mix of buildings by age and accessibility. A more detailed audit of accessibility is part of the 2016-17 Accessibility Development Plan.

The School will consider the individual needs of any disabled person and within what can be afforded and what is a reasonable accommodation for the need, will make adjustments to allow a pupil, or member of staff to have the same opportunity as other pupils or staff.

Menus in each school can be adapted to cater for special dietary needs.

This policy has been composed with due consideration of the Equality Act (2010) and the SEND Code of Practice (2014).