

# **Hulme Hall Grammar School**

## **Special Educational Needs Policy**

This is a whole school policy and also refers to the Early Years' Foundation Stage (EYFS)

### **Introduction**

Hulme Hall School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

Hulme Hall School recognises the government's initiative for Every Child Matters, has regard for the SEN Code of Practice (2001) and the Disability Act (2001) as outlined in the Disability Rights Commission. We believe in inclusive education and that all children have an entitlement to a broad and balanced curriculum. As such provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The governing body, Head teacher, SENCO and all members of staff have important responsibilities.

### **Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEN.
- To enable children with SEN to maximise their achievements and become confident learners.
- To ensure that the needs of children with SEN are identified, assessed, provided for and regularly reviewed.
- To ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To encourage all members of the school, teachers and students to develop an awareness and respect for individual differences and alternative ways of learning.

### **Roles and responsibilities.**

The governing body in line with 1.39 of the Code of Practice and in co-operation with the head teacher will determine the school's general policy and approach to provision for children with SEN, establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The head teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The head teacher will keep the governing body informed and work closely with the school's SEN coordinator and team.

All teaching and non teaching staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. It is their responsibility to be aware of the

special needs register, be aware of individual students needs, ensure that they have up to date knowledge of the implications of SpLD, dyslexia, dyspraxia and ASD and ADHD.

Teachers should also liaise with the SENCO to identify areas of difficulty in their subjects and agree appropriate strategies and targets.

The SENCO and team work closely with the head teacher, senior management and fellow teachers. The SENCO has responsibility for the day to day operations of the school's SEN policy and for coordinating provision for pupils with SEN particularly through School Action and School Action Plus. The SENCO will also maintain the special needs register, oversee records of students with SEN. Coordinate and apply for exam access arrangements. Contribute to admissions interviews where appropriate. Liaise with external agencies. Produce an IEP at School Action Plus. Liaise with parents for both academic and pastoral needs.

### **Admissions Arrangements**

We as a school aim to be truly inclusive and non- discriminatory. Children with special needs are welcomed and admitted according to the same criteria as all other children. We follow the Disability Discrimination Act guidelines(1995) whereby a child cannot be refused a place on the grounds of special educational needs or disability unless no reasonable adjustments can be made to meet their needs.

All students in the senior school take an entrance exam. This is usually in the form of an English and Maths paper and with the exception of the 11 plus exam, all students have a base line assessment. Some students will be recalled for a base line assessment after the 11 plus exam if we suspect there may be underlying difficulties. The Junior school pupils only have a base line assessment and spend the day in school. Assessments are followed by an interview with the Head Master. The criteria for entry is not based upon a pass mark on the entrance paper. Rather we look at potential and if the school is in a position to help the student reach their potential.

### **Specialised Provision and allocation of resources.**

The Senior school has a suite of nine teaching rooms available for SEN withdrawal. There are four desktop computers and two laptops. The Junior school has three teaching rooms available for SEN withdrawal. There are three desktop computers available. The school has a specialised department for support for dyslexic and dyspraxic students. The school also accommodates some children with autistic spectrum disorder and ADHD.

At the time of writing there are eight senior support staff and six junior support staff plus the SENCO. We observe the progress that all children make, we record progress and share it with parents/ carers regularly.

### **Identification, Assessment, Provision and Review**

At Hulme Hall we follow the Code of Practice guidelines for the identification of special needs and the implementation of a learning support programme within the context of the school.

In line with the Code of Practice point 5.11 we believe that early identification and provision for students who may have a special educational need is fundamental to our students' success.

All students are screened on admission in conjunction with the entrance assessment –point 5.7 and 6.10 of the Code of Practice and the base line assessment which takes place in the first half term of Year 7. Students are screened for reading, arithmetic, spelling, comprehension and auditory recall and learning style. We use the WRAT 4 for these assessments and further test for potential using The British Picture Vocabulary Scale for verbal IQ and the Ravens Matrices for non verbal IQ.

Areas of concern will be discussed at the head teacher/ parent interview before an offer is made and in some cases the offer will be made on condition the student accepts support. Offers are usually made on the basis of potential rather than achieving a specific pass mark on the entrance exam.

Some students will be accepted on School Action. Where this is the case, information is passed to the subject teachers and they are asked to monitor progress and if problems arise report back to the SENCO.

The majority of students identified with SEN will be on School Action Plus.. Generally speaking we don't have many children on School Action as we believe if they need support proactive intervention is preferable. Students will usually have three 40 minute lessons of support with withdrawal from a MFL. Where students need more support the student will follow no MFL and receive six 40 minute lessons of support. In the Junior division the withdrawal timetable is arranged with individual class teachers. The level of support depends on the individual students needs and will vary from student to student.

The SENCO will be responsible for organising a suitable programme of support based within the guidelines of School Action and School Action Plus. Point 5.34 to 5.54 of the Code of Practice.

Further investigation from external agencies may be required. The SENCO will be involved with the arrangements and implementation of recommendations.

Any member of staff or parent can request a full assessment at any time in accordance with point 5.45 of The Code of Practice.

Students on School Action Plus will have an I.E.P which will outline details of the course they will be following; The IEPs are used by the Learning Support team and are reviewed by the SENCO.

Parents are encouraged to support their children by hearing them read on a regular basis and reinforcing the multi-sensory spelling programme. We have an open door policy for parents who are welcome to have meetings with the SENCO at any time to discuss the support programme and progress.

### **Record Keeping**

IEPs and records of progress and reviews are kept in the School Office under lock and key to meet with the guidelines on data protection but staff have full access to these on request. Copies are also kept in a locked cupboard in the Learning Support department but care plans are given to staff and it is their responsibility to keep these confidential. The department keeps records of additional provision this is shared with staff. Records are updated bi-annually in the autumn and summer term.

## **Access to the curriculum and inclusion**

All children and young people have the entitlement to a broad, balanced and relevant curriculum. All children and young people with SEN are taught for most of the week with their peers in main stream classes by a class / subject teacher and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to provide suitable learning challenges, meet the children's diverse learning needs, and remove the barriers to learning and assessment.

With advice from and the support of the SENCO/ SEN team, teachers match the learning to the needs and abilities of each child or young person. They use a range of strategies to develop the child's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided by Learning Support assistants to enable children and young people with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference, because of this the school and teachers regularly review classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

The potentially negative impact of withdrawal sessions is limited because the Learning Support plays such an integral part of school life and in this school is seen as the norm rather than an imposition.

## **Access to the wider curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities by way of lunch time clubs, annual performances of the Arts and Drama, Music lessons and sporting opportunities. SEN students who have a particular talent are encouraged to fully participate in such activities and in many cases blossom with their confidence and self esteem. Students who experience social isolation because of their Special Educational Need are encouraged to participate but can have quiet time in the Learning Support Department or Year tutors areas.

## **Monitoring and evaluating the success of the education provided for children and young people with SEN**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including regular observation of teaching, analysis of attainment and achievement, success rates in respect of IEP targets, post 16 destinations of young people with SEN, scrutiny of teachers' planning and children's work, the views of parents and the child or young person, maintenance of assessment records that illustrate progress over time and regular meetings between SENCO and class/ subject teachers, HoDs, pastoral heads and teaching assistants.

## **Arrangements for dealing with complaints from parents**

School specific and must accord with the procedures agreed by the governing body.

## **Arrangements for In-Service Training**

Externally accredited courses. Internal training for Learning Support team with planned programmes regarding different categories of SEN.

## **The partnership with parents/ carers of children with SEN**

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education. They will have knowledge of their child's entitlement within the SEN framework and make their views known about how their child is educated. We have full and open consultation with parent/ carers. Concerns are recorded and acted upon. Parents can phone into school or e-mail and generally are responded to within 24 hours by one of the LS team. The school has an open door policy offering informal chats as necessary and formal discussions by appointment.

## **The partnership with children**

We involve the students in their own learning, targets are set through PEN marking which is either given verbally or written at the end of each piece of work. Objectives are set out through AFL at the start of each lesson. We celebrate both success and effort with praise and merits and the children are encouraged to celebrate their own success and that of other. Students are encouraged to comment on their support programmes and to be proactive in seeking help.

## **Physical Access**

The school has limitations because of its layout and is not suitable for wheel chair users. However where there are minor mobility issues we allow students to leave classes early so they can move around the corridors unhindered, passage ways are kept clear for Health and Safety issues and steps are clearly marked. We organise buddies to help carry books and belonging and we make allowances for them carrying bags between lessons. We also organise specialist equipment for practical subject and in class support. Children with hearing difficulties or sight difficulties are sat at the front of classes and modified exam papers, scribes etc are organised for external exams.

## **Monitoring and reviewing the policy**

The effectiveness of the policy is reviewed by the SENCO and senior management team. The policy is reviewed annually. Views of parents/ carers and their level of involvement is monitored and kept as evidence by way of telephone and interview sheets. The policy will be reviewed again in the autumn term of 2010.

# **POLICY FOR TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

## **Policy Statement**

English as an Additional Language should aim to support and to develop pupils' abilities to communicate effectively in speech and writing in a language which is not their first language. EAL should support and develop pupils' appreciation and knowledge of British culture, manners and behaviour while maintaining their indebtedness to their own.

EAL should enable pupils to undertake their studies in all subject areas successfully.

## **Aims and objectives**

EAL provision is available, in principle, to all pupils whose first language is not English. In practice, many EAL pupils will neither need nor want language support. Additionally, the unit's ability to help individual pupils may be restricted by either available resources or timetable considerations.

Subject to the above we aim to:

- Advise on linguistic level of international pupils applying to the school when asked to do so.
- Assess proficiency in English of all EAL pupils new to the school and communicate this to the whole staff, together with any other relevant information as requested.
- Support EAL pupils in specific subjects they are having difficulty with.
- Support EAL pupils with more general study skills including recognition of key vocabulary, understanding of instructions and producing acceptable academic writing in the context of specific subjects.
- Raising staff awareness of EAL issues as appropriate.

Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities, is normally obtained by the School Office in advance of a pupil's arrival. This is done by questionnaire.

The assessment of a pupil's academic progress may indicate a need for EAL support. In addition, requests at any time for EAL support from a pupil, their parents or by a pupil's teacher/tutor are always taken into account.

Once a potential EAL pupil is identified, further assessment takes place using the Oxford Placement Test and lessons as appropriate can then be arranged.

It may also be the case that a pupil referred for linguistic support has, in addition, other special educational needs.

## **Organisation of teaching groups and lessons**

Key Stage 2 EAL students receive support in the classroom and on a 1:1 basis and small group basis. Key Stage 3 students receive EAL lessons during curriculum time as agreed with the Curriculum Manager staff. Lessons are either conducted on an individual basis or in small groups based on timetable constraints and pupil numbers.

Close informal links are kept with all subject departments. Schemes of work and exam papers in all subjects may be used. We regularly discuss individual pupils and their academic needs with subject teachers and heads of departments in order to make support lessons as relevant and useful as possible.

### **Methodology**

This is through necessity a very flexible department in order to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching. We endeavour to ensure that our lessons maintain pace, variety and challenge encourage active learning and are appropriately differentiated.

### **Resources**

The department has a wide range of resources. These include reference materials –dictionaries, grammar and vocabulary books, EAL course books. In addition, we have a wide range of materials for different activities, listening materials, exam practice materials and a small number of professional books.

### **Correction policy**

We follow the school correction policy to identify surface errors in our pupils' written work. We also include notations which are specific to EAL – e.g. "T" to indicate an error in tense use. An overall mark is given and a detailed evaluative comment at the end. This refers to content and organisation of work as well as range and accuracy of language, identifies strengths and weaknesses and gives specific advice on how to improve future work. Summative comments on examination practice exercises reflect exam marking criteria. These criteria as well as the specific comments made are explained to pupils.

### **Assessment and reporting**

Comments on individual pupils may be voiced at whole school assessment meetings. All EAL pupils have Termly PPRs which are sent to parents or guardians. There is an annual written report from both the main school and Learning Support Department. Each EAL student has an IEP.

This specifies what work has been done, how much pupils have progressed, areas of strength and for improvement, a comment on attitude.

Finally, we respond to requests at any time for individual progress reports from parents and guardians.

### **Staff Development**

Staff are encouraged to participate in professional development course as appropriate.

# **Hulme Hall Grammar School**

## **Policy for Special Educational Needs and the Disability Act**

**This is a whole school policy and also refers to the Early Years' Foundation Stage [EYFS]**

A duty to plan to increase accessibility of schools to disabled students came into effect in September 2002.

### **Implications**

**It is unlawful for the Governing Body to discriminate against a disabled person –**

1. In arrangements for admission to the school as pupils;
2. In terms on which to offer or admit the student;
3. By refusing or deliberately omitting to accept an application for admission to the school.

### **1. School Procedure**

If special arrangements are required to partake in the entrance exam or admission procedure the school will:

- On application, make arrangements for students to have access to a computer or laptop if this is their normal way of working.
- On application make available a reader or scribe if this is the student's normal way of working.
- All prospective students and guardians are encouraged to visit the school on a working day to consider the school's suitability in respect of the student's physical, emotional, educational and social needs.

**It is unlawful for the Governing Body to discriminate against a disabled person in the education or associated services provided for, or offered to pupils at the school.**

### **2, School Procedure**

Hulme Hall Grammar School has a selective entry requirement. This requirement currently expects any students offered a place will have the potential to gain five or more GCSE exams at grade C or higher.

If a student has fulfilled the requirements for admission the school will:

- Endeavour to make available a fully inclusive curriculum within the constraints of building suitability and staff expertise.
- For visits and educational tours the standard practice of risk assessment will be implemented and as such the suitability of activities and access will be reviewed.
- Although all due care will be taken to find suitable venues, lack of facilities at tour venues will not determine the outcome of the proposed trip with regard to all students at the school.

### **3. School Procedure**

Hulme Hall Grammar School will not discriminate against any disabled person purely on the basis of their disability. The school has a Disciplinary Procedure which applies to ALL students. In the event of an incident which could lead to a student being temporarily or permanently excluded the school will:

- Follow the disciplinary procedure as outlined in the Hand Book.
- All students are subject to the same disciplinary procedures ,but all incidents are viewed as unique and as such will be treated on merit.

### **Policy for Accessibility; Strategies and Plans**

#### **Present Status - Senior School.**

Currently students with wheelchairs could gain access to some of the ground floor classrooms such as the Art and Design area, the Dining Hall, IT suite, Library, some Science labs and the Theatre.

#### **The school would need to look at:**

- Replacing entrance steps with ramps.
- Widening door access.
- Ensuring the toilet facilities meet the needs of wheelchair users.

Upper levels of the school are inaccessible.

#### **Present Status - Junior School.**

Currently students with wheelchairs could gain access to some of the ground floor classrooms such as the Dining Hall, IT suite, Library, Theatre, Kindergarten, Nursery and Key Stage 1.

#### **The school would need to look at:**

- Replacing entrance steps with ramps.
- Widening door access.
- Ensuring the toilet facilities meet the needs of wheelchair users.

### **Final Statement**

**The School's ongoing programmes of maintenance and refurbishment will be planned with reference to this document and all improvements will be considered in the light of existing legislation.**

#### **The school needs to look at**

- Providing a means of elevation to second floor facilities.
- Fire exits and suitable routes for evacuation.

- Toilet facilities and changing facilities with wheelchair access to at least one cubicle. Consideration would also need to be given to washing facilities.
- Adaptive furniture and equipment will be assessed on an individual basis. The guardians or outside agents will be responsible for providing any items needed on an individual basis.
- With regard to specialist teaching and classroom support, students and parents opting out of the LEA system will be responsible for paying the School Fees and any monies necessary to provide necessary support as prescribed by the Schools Disability and Access Team. However under section 18A [3] the Secretary of State may by regulation prescribe services.

## SENDA 3 YEAR DEVELOPMENT PLAN

The Development Plan supports the key aims of the School's mission statement (enabling young people to realise their true potential) and Every Child Matters (be healthy, stay safe, enjoy & achieve, make a positive contribution and achieve economic well-being).

### Aim 1: To assess the needs of each pupil and regularly review these reporting to staff and parents.

Action	By Whom	Deadline	Resources	Training	Success Indicators
All students base line assessed before entry.	LS Team	11 plus students by the end of Sept each Year. All other students before entry. Junior School only do base line.	WIAT 11 – BPVS Ravens	CPD of LS Team	That the majority of the students accepted will meet the criteria of 5 GCSE passes at C grade or higher.
All students will be assessed in accordance with National Curriculum levels	MM SG	Before entry.	Entrance exam papers appropriately set for each Year group.	CPD of Head of Maths and English with current expectations of NC levels	Students accurately placed in appropriate sets with flexibility of movement on performance.
All students will be given Pupil Progress Records on a termly basis. These indicate NC levels and record if the pupil is meeting the expected target. The reports are reviewed by the Key Stage Managers and SLT. Intervention strategies are implemented where students are underachieving.	JS PB RA CS PM	Termly reports plus an annual written report.		All departments have regular reviews regarding NC levelling.	Intervention is swift and effective in raising NC levels. Reflection in Value added scores at GCSE.
All SEN students are annually retested using the WIAT. However each week progress is reviewed by SENCO and LSA. Parents to receive feed back as indicated above. SEN students to receive IEP with half termly individual targets as expressed on their files.	KB LC LS Team	Annual assessment and weekly reviews.	WIAT		Marked progress on testing plus continued ability to access curriculum and meeting targets as set on PPRs. IEPs sent out in time.

### Aim 2: To provide registers of pupils receiving additional support

Action	By Whom	Dead line	Resources	Training	Success Indicators
SENCO to produce and circulate SEN register.	KB	By the start of each School Year. However as we have students joining throughout the School Year the register might be updated termly. Information regarding new starters displayed on staff notice board and emailed to staff on	Hard copies to staff plus access on VLE		

		VLE.			
Gifted and Talented co-ordinator to liaise with departments and produce register.	EH	By the start of each School Year. Updated as necessary	Hard copies to staff plus access on VLE	EH to keep abreast of developments.	
Gifted and Talented Co-ordinator to produce and circulate register.					

**Aim 3: To provide a range of additional support.**

Action	By Whom	Dead line	Resources	Training	Success Indicators
Pupils may be supported in specific lessons.	LS team	Continuous evaluation	LSA	CPD of LSA regarding all types of SEN	Students benefitting from an inclusive education
Pupils to attend support lessons for a range of SEN.- Usually minimum of 3 x 40 minutes per week but the arrangements are flexible to the students needs.	LS team	Ongoing	LS Department	CPD of LSA regarding all types of SEN	Improved literacy and numeracy. Improved social communication for students with Aspergers / Autism
EAL students to have support from specialist trained LSA	AM		Various resources available	E2L training and experience	Confident integration into school community. Ability to access curriculum.
Resources such as laptops, enlarged diaries, worksheets, overlays, adapted exam papers, scribes and readers for exams. Sloping boards. Book stands and laptop supports. Tangle toys etc. ICT	KB	Ongoing	Class teachers to provide enlarged worksheets and individual resources for lessons.	Staff training on suitable resources.	Students benefitting from an inclusive education

**Aim 4: To support students with long term physical difficulties and short term injuries.**

Action	By Whom	Dead line	Resources	Training	Success Indicators
Key Stage Manager to allocate buddy to carry books etc.	PB JS	As necessary	As required		Able to attend school
To liaise with OTs, Physios, Speech and Language and support implementation of programmes in school.	KB	As required	As required	As given by outside services.	Implementation of external advice.

**Aim 5: To complete an annual audit of access to buildings and facilities**

Action	By Whom	Dead line	Resources	Training	Success Indicators
The Health and Safety Officer, in conjunction with maintenance and Head Master to conduct regular reviews of site safety, maintenance and accessibility improvements to all areas.	HSO PM Maintenance.	Annual Report but with regular updates.	As required	As required	As outlined in annual report.

**Aim 6: To complete an annual review of the admissions policy**

<b>Action</b>	<b>By Whom</b>	<b>Dead line</b>	<b>Resources</b>	<b>Training</b>	<b>Success Indicators</b>
Meeting of SLT, Governing Body and SENCO to ensure the policy is current and in keeping with our competitors.	SLT Marketing Manager	Annual, prior to start of new academic year.	Info from feed back from parents and staff.		All places offered accepted.

**Aim 7: To review SENDA policy.**

<b>Action</b>	<b>By Whom</b>	<b>Dead line</b>	<b>Resources</b>	<b>Training</b>	<b>Success Indicators</b>
To research current Government policies	KB	Annual, prior to start of new academic year.	Internet	CPD of Senco	Meet government requirements.

**Aim 8: To maintain high standards of staff performance.**

<b>Action</b>	<b>By Whom</b>	<b>Dead line</b>	<b>Resources</b>	<b>Training Needed</b>	<b>Success Indicators</b>
To ensure staff are fully appraised of students' special needs whether physical or Educational.	KB	Update at Sept INSET plus as needs arise through year.	INSET Training CPD courses. External Agents input	Refresher courses on Dyslexia, Differentiation, ADHD, Autism, DCD, APD, Attachment Disorder	Staff understand the needs of the students and retention of experienced staff in LS.
New staff to receive additional input from SENCO	KB	As soon after appointment as possible	INSET Training CPD courses. External Agents input	As given by KB	Staff understand the needs of the students and retention of experienced staff in LS.