

SEND COORDINATOR

Specific overall responsibility lies with Ms Collins. Mrs Bowley is the Governor with responsibility for monitoring special needs provision at the school. The SENCO works closely with Heads of House, Form Tutors, subject teachers and Teaching Assistants.

BSG DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Pupils with special educational needs at BSG are those pupils with particular learning difficulties in the general context of a selective grammar school which caters for pupils in the upper ability range. Such difficulties may result from specific learning difficulties, such as dyslexia, dyspraxia, visual or hearing impairment; from health issues; or from social, emotional and mental health problems.

THE IDENTIFICATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- Through specific reports from feeder schools on admission, which may identify educational or medical details, through visits to feeder primary schools and information given on pupil admission forms and from contact with parents.
- Through the monitoring of pupil work and progress by subject teachers. The subject teacher then consults with the SENCO if there is a particular cause for concern.
- Through regular consultation between Heads of House and the SENCO.
- Through medical reports made by health professionals.
- Through assessments an Educational Psychologist.
- Through contact made by the Children’s Social Care or CAMHS.

INFORMATION GATHERING

Where there is cause for concern, the SENCO, will collect and record information. This may include:

- i. reports on school work: levels of attainment, completion of homework, organisation, evidence from written work, evidence from subject teachers
- ii. observations about attendance
- iii. known health, family or other social circumstances
- iv. contact with parents and discussions with the individual pupil.

INITIAL STEPS: ASSESSMENT AND PLANNING

- In the first instance the pupil will meet with the SENCO and appropriate action will be taken to provide support. Attempts will be made to help the pupil to address her difficulties, so that a way forward can be planned jointly, with suitable targets. This may include a recommendation for additional organised help for pupils who have difficulties.
- If a serious or recurrent problem is identified, then contact is made with parents by the SENCO.
- In the light of information collected and progress made with the pupil's programme, the SENCO, will decide whether it is necessary, with the consent of parents, to seek further guidance from relevant people or organisations. These include:
 - School Doctor or the pupil's GP
 - Social Services, the Education Social Work Service, the Educational Psychologist
 - Learning Support Service, EMTAS, CAMHS
 - any other appropriate agencies.
- After considering all of the relevant information, the SENCO, in consultation with the pupil and parents will decide whether to continue current educational arrangements, to seek further advice or to draw up an educational plan using expertise within the school. Whatever course of action is decided, arrangements for a regular review of pupil progress will take place and the parents will be informed.
- Following parental contact, a programme of help will be devised, in consultation with parents and pupil. This is recorded in the pupil's Individual Education Plan (IEP). Where appropriate particular staff expertise may be called upon.

Any such interventions in support of a pupil are designated '**SEN Support**' in accordance with The Special Educational Needs and Disabilities Code of Practice: 0-25 years.

FURTHER STEPS

Some pupils with more complex needs such as severe autism, severe learning difficulties or severe physical or sensory difficulties might need to undergo a full assessment for an **Education, Health and Care Plan** (EHC plan). These pupils might require more specialist provision, enabling enhanced access to the curriculum.

RECORDING OF INFORMATION

The Register of Pupils with Special Educational Needs is held by the SENCO. All pupils on the register will have IEPs.

All staff will be informed of any particular pupil concerns at the beginning of the school year and then as appropriate during the year. These are recorded in the Pupil Needs Register (includes both SEND register and medical concerns). Copies of Individual Education Plans (IEPs) for pupils on the SEND register are kept on the school's information system.

REVIEW AND MONITORING OF PROVISION FOR SPECIAL EDUCATIONAL NEEDS

Provision for individual pupils will be reviewed three times a year – in the autumn, spring and again at the end of the Summer Term using the school progress check data. Pupils and parents will be consulted at the end of the summer term/start of the school year when one of the following decisions may be reached to:

- i. remove the pupil from the Register of Special Educational Needs
- ii. maintain the current level of support
- iii. increase the level of support for example by involving outside agencies.

Monitoring of whole school provision takes place at a variety of levels:

- i. Team Around the School Meetings
- ii. Working with SWAT partners
- iii. meetings with BCP SEN teams
- iv. SEND update briefings

PROVISION FOR PUPILS WITH PHYSICAL DISABILITIES

The school makes provision for any pupils who may have permanent or temporary physical disabilities which may impair their access to the curriculum. There are disabled toilet facilities throughout the school. With the exception of the library and some technology facilities all areas of the curriculum are accessible on the ground floor, where necessary by use of room swaps. There are a number of rooms that have been adapted for hearing impaired students.

EXAMINATION ACCESS ARRANGEMENTS

The school will follow the Joint Council for Qualifications (JCQ) guidelines for examination access arrangements. These guidelines are updated annually.

The following principles will be adhered to:

- i. the intention of an access arrangement is to meet the needs of an individual pupil without effecting the integrity of the assessment
- ii. Access arrangements are the principle way the awarding bodies comply with the requirement of the Equality Act (2010) to make reasonable adjustments
- iii. Any access arrangement must be the candidate's 'usual way of working'
- iv. Rest breaks must always be considered before extra time is suggested
- v. An access arrangement such as extra time or use of a lap top may not be required in all subjects that the pupil is examined in
- vi. Access arrangements must be supported by evidence of need both in school and by a suitably qualified professional.
- vii. The school also notes the following laptop policy following JCQ Guidelines: A word processor cannot simply be granted to a student simply because they prefer to type rather than write or can work faster on a keyboard, or because she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidates's needs.
For example:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- A medical condition;
- A physical disability;

- A sensory impairment;
- Planning and organisational problems when writing by hand;
- Poor handwriting.

The SENCO will support pupils in school and to monitor the effectiveness of the support. Subject teachers will contribute to this monitoring process as required.

The SENCO will decide upon the appropriate access arrangements in consultation with external professionals and subject teachers and will ensure that the Examinations Officer has all the relevant documentation by the deadline determined by JCQ.

The SENCO will ensure that appropriate evidence and paperwork is available for inspection by JCQ at any time during the examination series.

Reviewed September 2020
Next review July 2022