

STEYNING GRAMMAR SCHOOL

CURRICULUM SUPPORT POLICY

ADOPTED BY STUDENT WELFARE COMMITTEE – 22 APRIL 2015

This policy is designed to set out Steyning Grammar School's Aims and objectives for SEND support. Produced by Lisette Vijverberg (SENCO).

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their full potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision) and 16-19 study, and their relative progress will be monitored, valued and evaluated.

1.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or longer term, which requires *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision and More Able provision, coordinated by a designated teacher, in addition to provisions made for their specific need in the classroom.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents¹ and staff will be informed that their child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.

¹ Throughout this policy, "parents" should be taken to include all those with parental responsibility, including carers and corporate parents.

- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the special rules please see the 'Equality Act Guidance'.

1.3 Curriculum Support is achieved by:

1. Identifying, assessing and sharing individual student's needs.
2. Reporting of students' needs to all members of school staff to inform classroom teaching and learning strategies.
3. Providing an appropriate curriculum, taking into account
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through
 - Curriculum development
 - Support teaching and mentoring, including small group teaching and Learning Support Mentors.
 - Bespoke training
 - Whole school INSET.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress to inform SEND provision.
8. Ensuring that parents / carers understand SEND support and systems and involving them in the support of their child's learning.

9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

10. Making regular reports to Governors regarding SEND provision and impact.

11. Effective collaboration between Learning Support Mentors and teachers.

PART 2: Structural Arrangements

2.1 The SENCO:

Lisette Vijverberg BA (Hons) PGDip Ed

- Specialist Teacher Status (dyslexia)
- Qualification to write reports in support of Examination Candidates with Special Requirements for the Purpose of Obtaining Special Arrangements

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- The Governors hold the Headteacher accountable for the implementation and monitoring of the school's SEND policy and its impact.
- The Governors hold the Headteacher accountable for the inclusion of SEND priorities in school development planning.
- Approving the SEND policy and monitoring of the policy through the school's self evaluation procedures.
- The Governors remain informed of the school's SEND provision.
- The Governors hold the Headteacher accountable for the annual reporting on SEND through the school's website.

The Headteacher:

- Setting objectives and priorities in the School Development Plan which includes SEND.
- Implementing robust line-management systems to ensure accountability for SEND provision and outcomes.
- Setting a budget for supporting students with SEND.
- Ensuring the Governing body are updated on SEND provision and impact.

The SENCO:

- Is responsible to the Assistant Headteacher (Student Learning) and the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Working with the leadership team and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Screening and identifying students.
- Co-ordinating provision for students.
- Advising on the graduated approach to providing SEND support
- Disseminating information and raising awareness of SEND issues throughout the school.
- Supporting and advising teaching staff on the teaching and learning of students with SEND.
- Managing and developing the roles of Learning Support Mentors, through training and Performance Management.
- Liaising with parents and carers of students with SEND.
- Liaising with schools including feeder schools and specialist settings.
- Liaising with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies, including the local authority and its support services.
- Contributing to in-service training and external training (as appropriate).
- Ensuring that the school keeps the records of all students with SEND up to date.

Heads of Faculty:

- Leading teaching and learning in their faculties to ensure effective learning in every classroom for all students, including students with SEND.
- Supporting and leading teaching in their faculties, ensuring responsibility and accountability for progress of students with SEND in their classes.
- Leading high quality teaching differentiated for individual students.
- Ensuring appropriate curriculum provision and differentiation for students with SEND in faculty schemes of work.
- Leading on monitoring of progress of students with SEND at all data points to inform faculty intervention in co-ordination with SEND colleagues.

Teachers:

"All teachers are teachers of special educational needs"

- Having a clear understanding of the needs of all students, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Mentors or specialist staff.
- High quality teaching, differentiated for individual students is the first step in responding to students who have or may have SEND.
- Ensuring Student Passports inform planning and delivery of lessons.
- Monitoring progress of students with SEND against agreed targets and objectives to inform and evaluate classroom intervention planning.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to the SENCO or Inclusion Support Manager.

Learning Support Mentors:

- Work with designated students in mainstream classes and assist the teachers in delivering individualised work programmes and developing suitable programmes of support for the named students (and others where appropriate);
- Work in one to one and small groups with targeted students to assist them by a rigorous system of mentoring to achieve targets set
- To communicate effectively between Curriculum Support and teaching staff for designated students and contribute to the review progress, either in person or with a written report
- To update parents and carers (by e mail where possible) as to latest work demands and learning issues at school when requested by SENCO.
- To assist the SENCO (where appropriate) in setting targets for designated students;
- To monitor progress against targets using Student Passports and through daily record sheets and evaluate impact of LSM support.
- To work as reader and/or amanuensis for named students in examinations.
- To encourage the inclusion of all children with special needs alongside their peers into the mainstream school community.

2.3 Admission Arrangements

Admission arrangements are outlined on the school's website.

2.4 SEN Specialisms

The school:

- Has a Special Support Centre for Additional Educational Needs.
- Has a specialist dyslexia teacher on site

2.5 Inclusion

At Steyning Grammar School, all students irrespective of age, disability, gender, gender identity, race, religion or belief (including lack of belief) or sexual orientation, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems and our common set of values; to be a caring, kind and accepting community. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- Everything is about learning – this is at the core of what we should be doing.
- We should have the highest expectations of every student and ourselves; being the best we can be.
- This should be a place that students and staff want to come to – the Steyning Family.
- We share a common set of values; a caring, kind and accepting community.

2.6 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision are made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the school's website may be followed.

2.7 Monitoring and Evaluation of this Policy

The success of the policy and its implementation will be evaluated using the following indicators:

- The views of students and parents or carers.
- The views of the Governors and Headteacher.
- The views of teachers on students' attainment, progress and well-being.
- Student progress and attainment, internally and externally assessed
- Evidence of impact and value for money of SEND expenditure.
- Evidence of planning and targeted expenditure for SEND by Faculties.
- Ongoing SENCO review of provision and procedures with all stakeholders.
- Feedback from HOFs, HOYs and LL.
- Analysis of complaints received.
- School self evaluation procedures and line management.

PART 3: Identification, Assessment and Provision

(To be read in conjunction with Provision and Access Map – page 11)

3.1 Identification

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used.

New Intake Students in Year 7, Year 9 and Year 12.

a) Liaison

Feeder schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on School Support is referred to the SENCO. Contact is then made with the school.

The LA notifies school about students who are transferring with Education Health & Care Plans in the spring of their year 6 or year 8. Admissions protocols for Key Stage 5, boarders and overseas students may vary. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. Faculty staff frequently attend year 5, 6 and year 7 Transfer Reviews, when notified.

Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2/KS3/KS4 tests
- Cognitive Ability Tests
- LUCID Lass screening
- Tests undertaken by the Curriculum Support Faculty when appropriate.

Screening in Other Year Groups

Other screening tests are administered when required.

Individual Diagnostic Assessments

- Individual diagnostic assessments are used for students who may be entitled to Exam Access Arrangements or who may have unidentified literacy needs. A battery of tests is available, including the Access Reading Test, the Wide Range Attainment Tests in reading, spelling and mathematics (WRAT) and the Test Of Word Reading Efficiency (TOWRE). This is in addition to whole-school tests, for example CATs and LASS. This results information is made available to members of staff, as required.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Steyning Grammar School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

a) School Support

School Support is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1. A Student Passport may be drawn up.

Criteria for School Support include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy in Key Stage 3.
- Smaller group sessions.
- Attendance at out of lesson-time clubs.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS4 Curriculum Support option
- KS5 Curriculum Support session
- Additional staff training.

Where students fail to make adequate progress, despite additional provision at School Support, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Student Passport is revised and new strategies are put in place following the involvement of student and parents.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

b) Statutory Assessment / EHCPs (Education, Health & Care Plans)

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education, Health & Care Plan.

The SENCO is responsible, on a daily basis, for providing support, mentoring and allocates students with an EHCP a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at School Support and Learning Support Mentors are fully involved.

3.3 Student Passports and Reviews

The strategies that will be employed at School Support and for students with an EHCP are recorded in the Student Passport reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Passport but their progress is closely monitored.

Contents of the Passport include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Data referring to attainment and specific needs.

The Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Passports are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified.

Interviews are arranged with individual students to discuss staff comments, any concerns raised, find their opinions of their progress and to set new targets. A revised Passport is then drawn up and parents / carers are sent a copy with an invitation to liaise with the Faculty Liaison Person if required.

3.4 Continuous monitoring of individual progress.

Monitoring of individual progress is completed rigorously by faculties and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.5 Provision of an appropriate curriculum:

Through their departmental development plans, the SEF and in conjunction with SEN reports, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual faculties to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Curriculum Support faculty.

3.6 Provision of Curriculum Support

The Curriculum Support faculty can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection, design and preparation of suitable materials.
- Selection/design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The Curriculum Support faculty can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Steyning Grammar School's inclusive ethos.

d) In-service Training

- The SENCO provides INSET for NQT's and other new staff at the school on Code of Practice procedures at Steyning Grammar School.
- Individual faculties can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Regular Curriculum Support Faculty INSET
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual faculties are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

- The SENCO liaises closely with Heads of Key Stage, Heads of Year, Heads of Faculties and individual Form tutors. Information and concerns are always discussed with the appropriate members of staff.
- Faculty systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

Steyning Grammar School actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- Prospective parents can attend the Open Day and Evening events in the winter term prior to transfer.

- Parents of students with SEND are invited to discuss their child's needs with an allocated member of the Curriculum Support Faculty.

4.3 Students

Steyning Grammar School acknowledges the student's role as a partner in his/her own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Steyning Grammar School include (*this is not an exhaustive list*):

- The West Sussex Educational Psychology Service (EPS)
- The West Sussex Speech & Language Therapy Service (SALT)
- The Child and Adolescent Mental Health Service (CAMHS)
- Senior school improvement advisor for SEND
- Sensory Support Service
- The School Counsellor
- (Connexions) Service for Young People
- The School Nurse
- The Educational Welfare Officer
- Ethnic Diversity Service
- Traveller Support Service
- Occupational Therapy
- The Parent Partnership
- The Secondary Behaviour Support Service (SBSS)

4.5 Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-forum' meetings.
- On the transfer of a student with SEND.
- Through the national DfE hosted 'SENCO-forum' mailing system and Advisory Group.

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

A representative from the Curriculum Support Faculty attends all Year 6 transfer reviews for students with an EHCP, when invited.

Additional induction days are arranged as required for all students with SEND or vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last Review is forwarded to Post 16 placements.

Provision and Access Map - Steyning Grammar School

	Cognition & Learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD)	Communication & Interaction Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Social, Mental and Emotional Health Children and young people may experience a wide range of social and emotional difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.	Physical & Sensory Some children and young people have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.
Transition	Pastoral visits to feeder schools, SENCO visits to feeder schools and attendance to review meetings, CS faculty gather information in feeder schools, Individual parental visits to Steyning Grammar School with potential students, new intake evening, induction day in summer term, SENCO and Heads of year and Heads of Key Stage to discuss SEND issues and form group placement, open evenings, TA exchange to feeder schools, initial SENCO visit to meet incoming SEND or vulnerable students, additional student visits prior to induction day, student information to tutors prior to induction day, induction day TA support, post 16 references, information sharing with potential post 16 placements, invitation to attend year 11 EHCP reviews to post 16 settings			
KS3	Student passports Individually assigned mentor In class support (TAs) Specialist Teaching Additional Literacy/Numeracy teaching Adult Literacy Programme (ALP) Assessment/Progress tracking Annual Review and reporting cycle Accelerated Reader Student information to staff Team teach Lunchtime homework support ICT provision / specialist software	Student passports Individually assigned mentor In class support (TAs) Access to Speech & Language advice Speech & Language programmes Social skills groups Visual timetable if appropriate Increased visual aids Use of robust vocabulary	Student passports Individually assigned mentor In class support (TAs) Tutor support Time-out card Pastoral Support Plan School Counsellor Social skills group Cuthman Centre	Steyning Grammar School offers an individual response to the wide range of needs through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements. Specific programmes may be offered. Some in class support may address health and safety or access issues.
KS4	As above plus: Guided option choices Modified Curriculum Curriculum Support option Exam Access Arrangements Revision sessions Coursework support Assertive mentoring	As above plus: Guided option choices Modified Curriculum Curriculum Support option Exam Access Arrangements Revision sessions Coursework support Assertive mentoring	As above plus: Guided option choices Modified Curriculum Exam Access Arrangements Assertive mentoring Work/college involvement	
KS5	Student passports, Individually assigned mentor, Curriculum support sessions, Planning and structuring sessions, exam access arrangements, school counsellor			
Access Strategies	Dyslexia friendly initiative Writing frames/Key word banks Student information to staff Home/school link Ability sets/small groups Differentiated teaching & planning in all curriculum subjects School Marking Policy School Home Learning Policy Modified Curriculum / Advice from specialists KS4 Curriculum Option Choices / KS4 Pathways College/work experience Exam Access Arrangements	Student information to staff Individual mentoring Differentiated teaching & planning in all curriculum subjects Self-esteem group Social skills group ICT software	Individual mentoring Pastoral systems Whole School Behaviour Plan Whole school class rules School reward policy School sanction policy Managed transfer Social skills group	Disabled toilets Medical room Lift, ramps, handrails Specialist equipment Specialist ICT resources
Liaison with parents	Student passports, Faculty liaison person, SENCO - by request or at scheduled review meetings, subject teachers - by request or at scheduled Parents evenings, Form Tutor, Heads of Year, Education Welfare officer, counsellor, parent partnership, information evenings, new intake evenings.			
Partner agencies	The West Sussex Educational Psychology Service (EPS), The West Sussex Speech & Language Therapy Service (SALT), The West Sussex Occupational Therapy Service (OTS), The West Sussex Sensory Support Service (SST), Child and Adolescent Mental Health Service (CAMHS), The West Sussex Social Communication Team (SocCom), Children & Young People Services (CYPS), Educational Welfare Officer (EWO), West Sussex Parent Partnership Service, West Sussex Skills Business & Enterprise Team, Virtual School for Children in Care, Young Carers, Family Resource Team, West Sussex Alternative Learning Team, Alternative Provision Centre, Ethnic Minority Achievement Team, Traveller Education Support, Dialogue Counselling, Think Family, Winston's Wish, CRUSE Bereavement counselling, Substance Misuse Team, Community Youth Work Team, Horsham Matters, Firebreak, Police Community Support Officer, Sussex Partnership Trust, Continuum of Need Framework (CNF),			
Continuing Professional Development	Whole school INSET from internal/external source, Targeted faculty/individual training, Knowledge disseminated, inclusive practice self-evaluated, Rolling programme of training - health issues, epilepsy, anaphylaxis, etc.			