

## SEND and EAL Guidance

**This guidance applies to the Senior and Junior School (including EYFS) and is published to parents, pupils and employees.**

Provision for pupils with special educational needs and/or disability (SEND) is a matter for Bradford Grammar School (the "School") as a whole. A pupil has special educational needs or disabilities if they have learning difficulties that require special educational provision to be made. Teaching of such pupils is a whole School responsibility, requiring a whole School response.

In May 2015 the DfE (Department for Education) issued a revised code of practice on the special educational needs and disability SEND system for pupils.

For pupils identified as having special educational needs or disabilities (SEND), it can be difficult to get the support that they need to do well. It can often take too long for their families to find out that their child needs extra help. The system of support available to children with SEND is also very complex and it is important that the needs of a child are met.

In line with the guidance the School must:

- use its best endeavours to make sure that a pupil with SEND gets the support they require – this means making reasonable adjustments so that they can meet a pupil's SEND needs;
- ensure that pupils with SEND engage in the activities of the School alongside pupils who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND Coordinator, or SENCo at Bradford Grammar School is Laura Sullivan. The SENDCo is supported by the Assistant SENDCo, Emily Sharrock, in the Junior School.
- inform parents when it is making special educational provision for their child; and prepare an annual SEND information report, and annually review the Disability Equality and Accessibility Policy (which incorporates the 3-year Accessibility Action Plan, showing how the School plans to improve access over time).

### 1. Definitions of SEND

A pupil has special educational needs or disabilities if they have learning difficulties or a disability which calls for special educational provision to be made.

A pupil has learning difficulties if he/she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age: and/or
- has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for pupils of the same age.

The School will have due regard to the **Special Education Needs Code of Practice 2015**, **The Children and Families Act 2014** and **The Equality Act 2010** when carrying out our duties regarding pupils with SEND.

The School should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the School should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

There should be regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers; and/or
- widens the attainment gap.

## **2. Admissions**

The School is a selective School and within this context, the School ensures that reasonable adjustments will be made during the admissions procedure for pupils with SEND. Parents are welcome to discuss any issues relating to SEND with the Learning Strategies Department prior to or during the admissions procedure. The Learning Strategies department liaises closely with the Admission Teams, families and primary schools to put access arrangements in place for individuals who require them.

## **3. Roles and responsibilities**

All teachers at the School are committed to identifying and providing for the needs of all pupils within an inclusive environment. The School recognises the entitlement for all pupils to a balanced, broadly based curriculum. This is encompassed in teachers' planning and curriculum guidance documents. Each teacher has a responsibility for communication with the Learning Strategies Department and for making adaptations in their classroom to ensure quality-first teaching meets the needs of SEND pupils.

The provision for and progress of pupils with SEND is a whole-school responsibility requiring a whole-school response.

The Governing Body, as a whole, is responsible for making provision for pupils with SEND. The Headmaster has the responsibility for the day-to-day management of the School's work, including overseeing SEND.

In deciding whether to make special educational provision, the teacher and SENCo should consider all the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with the pupil and their parents. The overriding purpose of this early action is to help the pupil to achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision should be recorded in the School records and the pupil's parents should be formally informed that special educational provision is being made.

Where a pupil is identified as having SEND, the School should take action to remove barriers to learning and put reasonable and effective special educational provision in place. This SEND support should take the form of a four-part cycle.

## **Assess**

In identifying a pupil as needing SEND support the class or subject teacher, working alongside the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teachers' assessment and experience of the pupil, including their previous progress and attainment. It should also draw on the pupil's own views and, if relevant, advice from external support services. Schools should take any concerns raised by a parent seriously. Any relevant health professionals should also be consulted.

## **Plan**

Where it is decided to provide a pupil with SEND support, the parents should be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. In consultation with the parent and the pupil, the teacher and the SENCo should agree upon the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

## **Do**

The SENCo should support the teacher in the further assessment of the pupil's particular strengths and weaknesses and advise on the effective implementation of support.

## **Review**

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. In unison with the SENCo, the class or subject teacher should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

The SENCo has an important role to play, alongside the Head and Governing Body, in determining the strategic development of SEND guidance and provision in the School.

The SENCo has day-to-day responsibility for the operation of the SEND guidance and co-ordination of specific provisions made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCP).

The role of the Learning Strategies Department includes:

- overseeing the day-to-day operation of the SEND guidance;
- co-ordinating and evaluating the provision for pupils with SEND;
- providing strategic support and advice to colleagues to ensure the quality of teaching for all pupils;
- monitoring pupils' progress and overseeing record keeping;
- contributing to INSET;
- liaising with parents/carers;
- liaising with external agencies;
- maintaining the SEND register;
- supporting class teachers whenever necessary to ensure that programmes of work include differentiation for pupils with SEND and
- ensuring that appropriate access arrangements are given to identified pupils which are fully supported by a file which includes assessment data and evidence of the pupil's normal way of working.

#### **4. Expertise and training of employees**

The Learning Strategies Department at the School contains highly qualified teachers, some of whom have post-graduate qualifications in SEND. This specialist knowledge, along with their considerable experience, enables them to deliver high quality and high impact support and intervention.

The SENCo has responsibility for the overall running of the Learning Strategies Department and liaises closely with the Assistant SENDCo for the SEND provision in the Junior School

Teachers are given the opportunity to attend In-house Training (INSET) on specific SEND issues and are also encouraged to attend external courses in areas which are particularly relevant to them.

#### **5. Pupils**

Pupils who have been identified as having SEND are supported with Learning Support Plans, which inform teachers about pupils' strengths, areas of need and the most effective support strategies. The views of the pupils are considered when creating Learning Support Plans. The Learning Support Plan is circulated to all teachers. This ensures that all teachers are aware of the different pupils' needs and they can therefore adapt teaching accordingly. Where appropriate, pupils are encouraged to be open about SEND issues and are encouraged to develop a mature attitude to their work whilst taking responsibility for their own learning.

#### **6. Provision**

The School uses a graduated response to meeting special education needs. This is by the implementation and delivery of high-quality teaching and differentiation.

**Wave 1** is quality inclusive teaching which considers the learning needs of all the children in the classroom.

**Wave 2** is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

**Wave 3** is targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable pupils to achieve their potential. This includes individualised targets through Learning Support Plans or Educational Health Care Plans.

**Intervention** can refer to any teaching arrangement that is additional to Wave 1.

If the School has evidence that a pupil is making insufficient progress despite significant support and interventions, it may seek further advice and support from external agencies to best meet the needs of the child. Permission will be obtained, and parents and carers will be fully informed and updated. These agencies include the Educational Psychology Service, the School Nurse, the Child and Adolescent Mental Health Services, the Speech and Language Therapy Service and the Autism Support service.

All teachers are responsible and accountable for the progress and development of the pupils in their class. Where pupils are not making sufficient progress, additional support should be provided by the class teacher and other resources provided by the School.

Adequate progress is that which:

- is similar to that of peers starting from the same baseline;
- matches or better the child's previous rate of progress;
- closes the attainment gap between the child and their peers; and
- prevents the attainment gap growing wider.

## **7. English as an Additional Language (EAL)**

All pupils must pass an entrance examination which assesses their English language. Although there are pupils for whom English is an additional language, this normally does not significantly impact on their learning. The School uses the Bell Foundation assessment matrix, asking subject teachers to grade EAL students' understanding and use of English, in order to decide whether intervention and support is needed. Learning Support or class teachers will then provide support, as appropriate. When a student has EAL that does impact their learning, consideration may be given as to whether a pupil participates in the full curriculum.

Children in the EYFS with EAL will be encouraged to develop and use their home language in play and learning, in addition to developing their skills in English. In the EYFS, children with EAL may be assessed in English in the Prime Areas but in their home language in the Specific Areas. Where possible class teachers will seek support from staff who speak the child's home language if this is required. Class teachers will encourage parents to support this process by contributing to the EYFS Profile online.

Consideration is given to the appropriateness of testing EAL students at the earlier stages of language acquisition, alternative ways of assessing progress will be made where necessary.

## **8. Parents/carers**

The School seeks the involvement of the parents and carers of pupils with SEND. The views of parents/carers are vital, and we aim to listen to and engage in a positive way with them. Parents/carers are welcome to raise any concerns that they have about their child's needs or progress with the Learning Strategies Department, form teacher and/or subject teacher.

It is hoped that parents/carers will inform the School about any current SEND issues that their child has before the child begins at the School. Parents/carers can contact the School with any relevant information about their child before the child takes the entrance assessment, to allow for reasonable adjustments to be made.

## **9. Identification**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Learning Strategies Department, will ensure pupils requiring additional and/or different provision will be placed on the SEND register. Pupils can be referred to the Learning Strategies Department by class teachers, parents and outside agencies. In the Senior School, some pupils occasionally refer themselves.

## **10. Transitions**

The School liaises with other Schools where a pupil with SEND is moving to the School. This ensures that specialist provision is provided from the outset and interventions can be implemented early. The Assistant SENDCo liaises with the SENCo in the when a pupil with SEND moves from the junior to the Senior School, , to ensure smooth transition for pupils with SEND.

## **11. Complaints**

The Learning Strategies Department follows the School Complaints policy. Any complaints should be directed to the Head of Learning Strategies, who will work with Senior Leadership in the Senior and Junior School as appropriate.

**Guidance reviewed by: Laura Sullivan (SENDCo & Head of Learning Strategies)**

**Last guidance review date: Autumn 2024**

**Next guidance review date: Autumn 2025**