

# WOLVERHAMPTON GRAMMAR SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### 1. PRINCIPLES

At Wolverhampton Grammar School, Special Educational Needs and Disability refers to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. This includes disabled pupils as well as those with SEN. This SEND policy seeks to ensure that provision for pupils with special educational needs and/ or disabilities is a matter for the School as a whole.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information
- [The Equality Act 2010](#), which sets out schools' responsibilities to have regard to the desirability of reducing socio-economic inequalities; to reform and harmonise equality law and restate the greater part of the enactments relating to discrimination and harassment related to certain personal characteristics.
- The aim is for WGS to use their best endeavours to achieve equality, inclusiveness and respect for diversity in the education of all pupils with SEND.

### 2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by schools.

*(Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015)*

The Equality Act (2010) states disability has a broad meaning. It is defined as *'a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.'*

Not all students with SEN have a disability; not all students with a disability have SEN.

## 2.1 The Four SEND Categories of Need

The four categories of need are referred to as;

- Speech, Language and Communication Needs
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory and/or physical needs

## 3. **SPECIAL EDUCATIONAL NEEDS PROVISION**

### 3.1 OpAL

OpAL aims to provide specialist teaching that is in addition to and different from classroom teaching, which will provide pupils with specific learning difficulties the opportunity to achieve their potential. The OpAL Programme aims to support pupils through specialist teaching, by adapting the curriculum to their individual needs, such as disassociation from one or both of their Modern Languages in Year 7, Year 8 and Year 9. This provides pupils with curriculum time during the school day for intervention in lessons delivered by Specialist Teachers and by adopting an inclusive whole-school approach to support their learning. The OpAL programme is charged for in addition to the normal termly fee.

### 3.2 Learning Support Programme (Infant and Junior School)

Throughout the Infant and Junior school, pupils are able to access additional support, lead by the Learning Support Assistant. The Learning Support Assistant provides pupils with additional English or maths group sessions to target specific gaps in learning. These pupils are identified in collaboration with the class teachers and the Head of SEND. Pupils in the Infant and Junior School can also receive additional support focusing on fine and gross motor skills, social and emotional skills, and communication and social skills. Teaching Assistants in the classroom provide an additional level of support in the inclusive classrooms.

### 3.3 Core Curriculum Support/ Enhance (Senior School)

The aim of Core Curriculum Support (CCS) is to provide access to additional lessons provided by a combination of OpAL teachers and teaching assistants for the core subjects of English, Maths and Science. Some pupils attend CCS lessons as they will have been disassociated from one or both of their Modern Languages in Year 8 based on their attainment in their examinations at the end of Year 7. New pupils to the school may not have previously studied suitable Modern Languages or other subjects and therefore attend CCS instead.

In Year 10 and 11, some pupils may have a reduced curriculum, based on aptitude and prior performance and therefore attend CCS lessons.

#### **4. OBJECTIVES OF SPECIAL EDUCATIONAL NEEDS PROVISION**

- To identify pupils with SEND at the earliest opportunity and plan appropriately targeted interventions for progression based on each pupil's particular strengths and needs.
- To help all pupils at WGS to achieve full access to the curriculum.
- To ensure reasonable adjustment and due regard is given for individual needs.
- To encourage all members of the school, teachers and pupils, to develop an awareness of and respect for individual differences and alternative ways of learning.
- To provide pastoral care and support for pupils with SEND, so that they may develop in all areas and build a strong sense of self-esteem.
- To note and monitor progress of pupils with special educational needs.
- To ensure that all school staff are aware of each pupil's needs, so that these may be met appropriately in settings or classes, through a broad and balanced programme of activities or curriculum.
- To formulate, for all pupils identified as having a SEND, different ways of providing for those areas of concern through differentiation of planning, methods of teaching and learning opportunities.
- To adopt a graduated approach to meeting SEND as outlined in the SEN Code of Practice.
- To encourage a partnership between parents, pupil and school and, where appropriate, outside agencies.

#### **5. ROLES AND RESPONSIBILITIES**

##### **5.1 Directors**

The WGS Directors' arrangements for coordinating SEND provision follow the Equality Act 2010, SEND Code of Practice 2015 and the school's Equal Opportunities Policy for Pupils, modifying the Code of Practice to reflect the differences in governance between maintained and independent schools. The WGS Directors receive regular reports from the Head who ensures that special educational needs are included in at least one report annually. The Directors ask one member of the Education Committee to take particular interest in SEND issues. The school's Head of SEN and the nominated Director (currently Reverend Sarah Cawdell) meet annually to review whole school provision for SEND.

Directors play a major part in school self-review and should, with the Head, decide the School's general policy and approach to meeting pupils' special educational needs. Through the Head, they set up appropriate staffing and funding arrangements and oversee the School's work. The Directors will ensure that:

- They are fully involved in the developing and monitoring of the School's SEND policy.
- WGS shared principles and values reflect equality, inclusiveness and respect for diversity. (See Equal Opportunities Policy for Pupils)
- SEND provision across the School is adequately funded.
- The SEND Director is up-to-date and knowledgeable about the School's SEND provision, including how funding, equipment, personnel and resources are deployed.
- SEND provision is part of the School's Strategic Plan.
- The quality of SEND provision is monitored continuously.

## 5.2 Head of SEND

The Head of SEND plays a key role in helping determine the strategic development of the SEND Policy and provision in the School to raise the achievement of pupils with SEND. The Head of SEND will oversee the guidance and co-ordination of pupils' additional education provision (OpAL, CCS, Enhance, LSP) by working closely with teachers, specialist teachers, tutors and Heads of House and Year. Specialists from outside the School are involved where appropriate.

The key responsibilities of the Head of SEND include:

- Work with the Head, Deputy Heads and SEND Director/governor: Rev Sarah Cawdell to determine the strategic development of the SEN policy and provision in the school
- Overseeing the day-to-day operation of the School's SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the School's ~~delegated~~ budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Co-ordinating provision for pupils with SEND (including OpAL, LSP, CCS, Enhance)
- Advising on the planning and delivery of exam access arrangements for internal and external examinations
- Overseeing the records on all pupils with SEND and ensuring that information is updated as necessary
- Contributing to the in-service training of staff, using outside providers where appropriate
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Line manage the Senior School's Teaching Assistants

## 5.3 The SEND Director

The SEND Director will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head and Head of SEND to determine the strategic development of the SEN policy and provision in the School

#### 5.4 The Head

The Head will:

- Work with the Head of SEND and SEND Director on the board of governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### 5.5 Quality First Teaching and graduated approach SEN approach

WGS expects teaching staff to provide pupils with high quality adaptive teaching. This is the first step in meeting the needs of all pupils. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (CoP, 2015, 6.36). All teachers are made aware of pupils' needs, the support provided and any teaching strategies or approaches that are required.

WGS follows a graduated approach to meeting the needs of pupils with SEN through a cycle of: Assess, Plan, Do, Review. To this end, teachers are responsible for:

- Identifying SEN pupils in their classes and groups and accessing additional SEN information on such pupils via the pupils' One Page Profiles
- Anticipating individual learning needs and adapting teaching to respond to the strengths and needs of pupils within their subject classes and groups, and monitoring those needs accordingly
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these
- Planning provision for pupils who have SEN to allow them to join in the activities of the School alongside pupils who do not have SEN, so far as is reasonably practical and compatible and is not detrimental to the education of the pupils with whom they are educated
- Monitoring and reviewing progress of pupils on a regular basis
- Seeking further guidance and assessment where applicable from the OpAL team for those pupils with possible SEN if the pupil appears to be underperforming
- Aiming to provide an education that is suitable to the needs of the individual pupil and promotes positive achievement
- Supplying evidence of differentiation/ special arrangements in order to paint a 'picture of need' and evidence of normal way of working to support access arrangements for examinations.

#### 5.6 Specialist Dyslexia Teachers

- Liaison with the Head of SEND to plan and monitor the use of resources in the OpAL Programme.
- Helping to devise and implement One Page Profiles for each OpAL pupil.
- Working with OpAL pupils in small groups.
- Supplying tuition in spelling, reading, grammar, writing skills, basic maths, presentation skills, including word-processing, and study skills.
- Offering curriculum support and liaising with teaching staff as appropriate.
- Keeping records of SEND pupils who qualify for extra time exam provision.

- Keeping records of work in pupils' folders.
- Maintaining OpAL pupil records.
- Monitoring progress of each pupil, from work in OpAL sessions, tests of spelling and reading, and from mainstream classes via reports.
- Liaising with and reporting to parents; attending parents' evenings; attending review meetings.
- Collecting, developing and organising suitable teaching materials.
- Contributing towards staff training.
- Liaising with feeder schools for prospective OpAL candidates.
- Maintaining awareness of relevant research, via journals, workshops and conferences.
- Implementing whole school screening programme.
- Conducting and writing up specialist teachers' records for pupils as part of the whole school screening programme and Second Look Screening.
- Attending follow up meetings with pupils and parents relating to wider/additional assessment as the need arises.
- Implementing Access Arrangements for external examinations.
- Contributing to the updating and maintaining records of SEND pupils in whole school.

### 5.7 Teaching Assistants

- Assisting the educational and social development of pupils under the direction and guidance of the Head, Deputy Heads, Head of SEND and class teachers.
- Assisting in the implementation of One Page Profiles for pupils and helping monitor their progress.
- Providing support for individual pupils inside and outside the classroom to enable them to fully participate in activities.
- Working with OpAL staff
- Supporting class teachers in photocopying and adapting tasks in order to support teaching and learning, as appropriate.
- Reporting to their line manager: Head of SEND.
- Supporting learning in Core Curriculum Support/Enhance.

## 6. IDENTIFICATION AND ASSESSMENT

### 6.1 Identifying pupils with SEND and assessing their needs

All new students undertake literacy screening on entry to WGS. Parents of students with unidentified learning difficulties are contacted if the results of the screening show a need for further investigation.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our provision, or whether something different or additional is needed.

## 6.2 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the Head of SEND to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 7. **SCHOOL PARTNERSHIP – PUPILS AND PARENTS**

All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education. WGS will ensure that parents are involved in decision making if additional educational provision is being proposed for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Young people with SEND often have a unique knowledge of their own needs and their views will be ascertained about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. This includes reviews of their One Page Profiles and their learning needs, as well as discussion on the reasonable adjustments such as exam arrangements that the student requires and working together with their teacher to set and track their learning targets.

**Please also refer to the following policies:**

Safeguarding Policy	Behaviour Management Policy
English as an Additional Language Policy	Equality Opportunities (Pupils) Policy
WGS Disability Access Plan	Gifted and Talented Guidelines (Senior and Junior)

### **Monitoring arrangements**

This policy and information report will be reviewed by Head of SEN **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Directors. In addition, the school monitors and evaluates its SEND Policy through the following activities:

- Senior Leadership Team feedback.
- Regular examination to improve systems for assessment, monitoring and provision by OpAL staff.
- Feedback from staff, parents and pupils.
- Regular analysis of changes to relevant legislation and to JCQ regulations.
- Regular training by outside agencies to improve knowledge, practice and provision of SEND services.

ALD  
September 2021

Next Review:  
September 2022

**Abbreviations used in this document:**

BDA	British Dyslexia Association
CCS	Core Curriculum Support
DCSF	Department for Pupils Schools and Families
EAL	English as an Additional Language
ECHP	Education and Health Care Plan
ICT	Information Communication Technology
INSET	In-Service Training
LDD	Learning Difficulties and/or Disabilities
LEA	Local Education Authority
LSP	Learning Support Programme (Junior school)
OpAL	Opportunities through Assisted Learning
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disability Coordinator
SpLD	Specific Learning Difficulties
SMT	Senior Management Team

## **ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and Core Curriculum Support.
- Adapting our resources and staffing
- Using recommended aids, such as iPad's, laptop's, coloured overlays and coloured paper
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

SEND pupils are members of form groups, attend all the usual pastoral functions and are subject to the rules and strictures of the school. In addition to the specialist teaching given, it is recognised that a key element in the success of pupils with specific learning difficulties at WGS is the whole-school policy on teaching. Guidelines are given through regular staff training. Strategies are outlined and printed material is given to each subject teacher who has contact with pupils who have SEND. Particular attention is given to:

- strategies for positively supporting pupils with SEND in their teaching.
- marking policies appropriate for pupils with SEND, particularly spelling, for pupils identified with Dyslexia.
- emphasis on oral and written efforts.
- positively supporting content over presentation.
- use of ICT facilities such as iPads and laptops in the classroom.
- giving specific learning difficulties and disability a positive academic image to pupils and their peers.

## Appendix 2

### **SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD**

In agreement with parents and the pupil, we will share information with the school, college, or other setting the pupil is moving to.

Movement between phases is supported as follows:

- WGS provides Year 7 and Lower Sixth pupils with an induction day which is timetabled the day before the wider school returns in the autumn term
- During the school year WGS provides taster days when pupils can experience the school day on one or more occasions to familiarise themselves with school site and routines
- For senior school pupils WGS provides information and presentations for leavers outlining future options
- WGS has a dedicated careers advisor whom pupils meet with to explore options for the future
- All SEND information relating to a WGS pupil will be shared in line with GDPR regulations and WGS Data Protection and Information Security Policies. When this relates to a pupil leaving WGS prior to the Upper Sixth, information will automatically be passed to the new school/college. Requests for SEND information after the Upper Sixth will only be provided upon a written request from the education provider.

**Wolverhampton Grammar School**  
**Access Arrangements and Reasonable Adjustments**  
**2021-2022**

WGS must abide by the regulations issued by JCQ (The Joint Council for Qualifications) and Cambridge Assessment International Education with regard to implementation of Access Arrangements and Reasonable Adjustments.

These regulations refer to **Section 6** of the **Equality Act 2010** which states that an individual must be **disabled** due to a *'physical or mental impairment which has a **substantial and long term** adverse effect on someone's ability to carry out normal day to day activities'*.

The school recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. The school will always aim to explore an individual's needs, recommend assessment and/or make appropriate further recommendations, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates in accordance with the WGS SEND and Disability and Accessibility Policies.

Access arrangements are agreed before examinations. They allow pupils to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment.

In assessing and implementing Access Arrangements the following procedures apply:

- The school must hold documentation demonstrating a **History of Need** for the candidate as evidence of support and provision. Documentation must demonstrate exam arrangements are a candidate's **normal way of working** (this means that the pupil uses the examination arrangement in the classroom a part of their normal access to education, for example, a word processor is used in the classroom and for homework whenever it is required). This is stipulated by JCQ: *'The arrangement is not suddenly being granted to the candidate at the time of his/her examinations.'*
- Where there is a pre-existing Educational Psychologist assessment, this must be disclosed to the school well in advance of joining so that it can contribute to pupils' history of need
- Any new assessment undertaken must be agreed in consultation with the school. An Educational Psychologist's assessment will not be sufficient evidence to grant Access Arrangements if the school holds no prior History of Need and/or an assessment has not been previously undertaken internally with school's Specialist Teachers
- Teaching staff, in collaboration with school's Specialist Teachers, will supply information based on class work, homework, end-of-topic tests and end-of-year examinations to form a detailed History of Need which will be made available to JCQ/Cambridge International Examinations inspectors
- Candidates who do not have a History of Need may have their exam arrangements revoked at the request of the exam governing bodies; such action may jeopardise the arrangements of other candidates within the school

**The school must have a substantial History of Need in place by the end of the Autumn term during the academic year in which a candidate will sit their public examinations. However, in exceptional and extraordinary circumstances the school may apply up to 21<sup>st</sup> February.**

**Due to external deadlines the school must adhere to, only emergency temporary requests following accident or injury may be made following February half term during the year in which examinations will be taken.**