



Penistone Grammar School

Policy Statement:
SEND

Never Stop Flying

Penistone Grammar School SEND Policy in line with SEND Code of Practice 2014

	Definitions	2
	Mission Statement	3
1.	Aims and objectives	3
2.	Roles and Responsibilities	4
3.	Arrangements for coordinating SEN provision	5
4.	Admission arrangements	5
5.	Specialist SEN provision	6
6.	Facilities for students with SEN	6
7.	Allocation of resources for students with SEN	6
8.	Identification of students' needs	6
9.	Access to the curriculum, information and associated services	9
10.	Inclusion of students with SEN	9
11.	Evaluating the success of provision	10
12.	Complaints procedure	10
13.	Continued Professional Development (CPD)	10
14.	Links to support services	10
15.	Working in partnership with parents	10
16.	Links with other schools	11
17.	Links with other agencies and voluntary organisations	11
18.	Supporting students at school with medical conditions	11
19.	Accessibility	11
	Contact	12



Signed as Approved on date
(On behalf of the Governing Body)

Definitions of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. (updated 30 April 2020) A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [Reforms and SEND Code of Practice](#)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find out more here: [Education, Health and Care Plan](#)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Barnsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

It is important to consider what is **not** SEND but may impact on progress and attainment:

Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);

- i) Attendance and Punctuality;
- ii) Health and Welfare;
- iii) English as an Additional Language (EAL);

- iv) Being in receipt of Pupil Premium Grant;
- v) Being a Looked After Child;
- vi) Being a child of Serviceman/woman.

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which you as a provider will be able to recognise and identify clearly as you will know the child/young person well.

Mission statement

'Achieving excellence through values led education'

At Penistone Grammar School our overarching aim is to create an atmosphere of acceptance and respect for individual achievements considering individual needs, and to create a culture in which all pupils can thrive. We passionately believe that, as educators, we have the responsibility to inspire our students to be the very best version of themselves. We are ambitious and have high aspirations for every student. Our Special Educational Needs and Disability (SEND) provision embodies our core values and ethos. Penistone Grammar is an inclusive community. We ensure that any barriers to learning are identified and removed, ensuring that all students achieve their potential.

Penistone Grammar School is committed to providing a values led education. All that we do is based on one of our 5 core values:

Aim High
Be Determined
Be Brave
Be Proud
Be Supportive

We support our students to develop the resilience they need in order to thrive. We encourage a 'growth mind set' which enables students to deal with any setbacks they face and to develop both the confidence and strategies to achieve in life.

We support our SEND students in two settings within PGS. One being our HeartSpace Provision. This provision provides a bespoke specialist learning environment for students with more complex social, emotional and learning needs. Within HeartSpace, timetables and curriculum are individualised for each students, allowing them access mainstream curriculum and specialist support in the resource or specialist provision within HeartSpace. Our second provision is our curriculum in mainstream lessons, where again students will get bespoke support from highly skills teachers and members of our learning support team.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

Staff members seek to:

Signed as Approved on date
(On behalf of the Governing Body)



Policy Statement

Special Educational Needs & Disabilities

Review Date: October 2021

- Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and prior settings prior to the child's entry into the school.
- Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to make good or better progress.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be coordinated by the Special Educational Needs Co-ordinator (SENCo), Assistant Principal and may involve the Principal and other members of staff as appropriate and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.



Signed as Approved on date
(On behalf of the Governing Body)

- Work with and in support of outside agencies when the students' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS. Hearing impaired service Physical Impaired Service, County Behaviour Support service, etc.
- Create a school environment where students can contribute to their own learning. This means encouraging relationships with adults in school where students feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all students at regular intervals. Student participation is encouraged through school by wider opportunities such as school voice, residential visits, productions, sports teams and House activities.

2. Roles and responsibilities

The person responsible for overseeing the provision for children with SEN is Lynn Smith (SENCo) and Katie Corson (Assistant Principal). The Principal linked with SEN is Paul Crook (Principal) & the Vice Principal Ian Richards

The role of the teacher

Every teacher will deliver quality first teaching which involves the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the students and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning.

Where a student is identified as having Special Educational Needs the teacher will plan accordingly to deliver differentiated work to ensure understanding and progress within lessons.

Teachers will make reasonable adjustments to VDE in line with individual needs.

When there is change of teacher, it is the teachers professional responsibility to ensure they have read, adapted and acted upon any formal and informal written information about a students. Differentiation within the classroom is key and teachers should ask for additional support from the school SENCO's

The role of the SENCo

The SENCo in collaboration with the Assistant Principal, Principal, and Governing Body, play a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENCo:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers and Learning Support Assistants
- managing the SEND team
- coordinating provision for students with special educational needs
- overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services,

Signed as Approved ondate
(On behalf of the Governing Body)





Policy Statement
**Special Educational Needs
& Disabilities**

Review Date: October 2021

Social Services, health service and any other agencies involved with our students.

SLT Link: To quality assure the work of SENCo and the SEND team

Our SEND Governor is regularly updated regarding the progress of students with SEND and the changes in the curriculum to accommodate learning needs.



Signed as Approved on date
(On behalf of the Governing Body)



Policy Statement
**Special Educational Needs
& Disabilities**

Review Date: October 2021

The role of the Learning Support Assistant/Curriculum Support Assistant



Signed as Approved on date
(On behalf of the Governing Body)

Review Date: October 2021

Learning/Curriculum Support Assistants will aid the delivery of quality first teaching by providing support for the students, teachers, curriculum and the school under the guidance of the classroom teacher, they liaise closely with teachers regarding the work set for an individual/class and assist with setting out and differentiating of learning materials. Learning Support Assistants encourage the participation of students in the social and academic processes of the school and enable students to become more independent learners. Learning/Curriculum Support Assistants work closely with the class teacher to contribute to the management of student behaviour, and maintain an appropriate working environment, including implementation of the school's behaviour and learning and teaching policy and any other relevant policies. Learning Support Assistants establish and promote productive relationships with students, the inclusion of all students within the classroom and the school and help to assist in raising the standards of achievement of all students following classroom teachers' instructions and guidance. Learning/Curriculum Support Assistants observe and report on student performance and update relevant records at agreed time intervals.

The Designated Teacher with specific Safeguarding responsibility is Mr Adam Gillett & Katie Corson

The member of staff responsible for managing the Pupil Premium Grant is Mr A Gibbins.

The member of staff responsible for managing Looked After Children funding is Mrs Katie Corson

The member of staff responsible for managing the school's responsibility for meeting the medical needs of students is Mrs Carole Mason and Mr Adam Gillett

3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEND records for individual students.

All staff can access:

- i) The PGS SEND Policy;
- ii) A copy of the full SEND Profile;
- iii) Guidance on identification of SEND in the Code of Practice;
- iv) Information on individual students' special educational needs, including student profiles, targets set and copies of their provision map;
- v) Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- vi) Information available through Barnsley's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements, which will enable them to provide for the individual needs of all students.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

Signed as Approved on date
(On behalf of the Governing Body)

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. We will draw upon the expertise of staffing and resources in our SEND provision in the form of 'Heart Space.' All students with SEND at PGS have access to elements of this provision, which includes a sensory room, therapy suite and very bespoke areas. Within the Heart Space students have access to specialist members of staff who can provide a range of specialist interventions. Students have access to a suite of 'pathways' that will fit their needs in a very bespoke manner.

6. Facilities for students with SEND

The school complies with all relevant accessibility requirements and is Disability Discrimination Act compliant.

7. Allocation of resources for students with SEND

All students with SEND will have access to Element 1 and 2 of a school's budget. Some students with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the Local Authority. The SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. This is called an Education Health Care assessment. If the Local Authority agree to additional funding the child will be allocated an Educational Health Care Plan, where their difficulties and needs are recorded. It would then be the responsibility of the SENCo, Strategic Leadership Team and governors to agree how the allocation of resources is used.

8. Identification of students needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

All staff follow a high-quality professional development programme based on current research and practice. Whole staff, departmental and personal development regularly focuses on special educational needs and disability; with dedicated student updates in team briefings. The curriculum at PGS is also carefully designed to provide every student with a broad, balanced, rich and inclusive curriculum experience, where each student is challenged academically and prepared with the knowledge, skills and understanding relevant for adult life and employment. Any students who are falling significantly outside of the range of good progress in line with predicted performance indicators and grade boundaries will be monitored.

Any students who are falling significantly outside of the range of good progress in line with predicted performance indicators and grade boundaries will be monitored.

Signed as Approved on date
(On behalf of the Governing Body)



Policy Statement
**Special Educational Needs
& Disabilities**

Review Date: October 2021

Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCo will be consulted as needed for support and advice and may wish to observe the student in class.

Through consultation and observation it can be determined which level of provision the student does require. Parents will be informed fully of every stage of their child's development and the



Signed as Approved on date
(On behalf of the Governing Body)

circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEND register.

SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess-Plan-Do-Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

A) Assess

This involves clearly analysing the student's needs using data, subject teachers, and taking details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents into account. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

B) Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

C) Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Learning Support Assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support

Signed as Approved on date
(On behalf of the Governing Body)



with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

D) Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student. This does include a possibility to be removed from the SEND Support.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Students
- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Barnsley Metropolitan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Signed as Approved on date
(On behalf of the Governing Body)



Students with a statement of Special Educational Needs or an Educational Health and Care Plan, on SEND Support or receiving School interventions are reviewed regularly and it will be decided if the young person will be removed from the Inclusion Register.

Further information about EHC Plans can found via the SEND Local Offer: [/](#) or by [contacting https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/results.page?qt=education&term=&localofferchannel=1783&sorttype=relevance&resulttype=advice](https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/results.page?qt=education&term=&localofferchannel=1783&sorttype=relevance&resulttype=advice)

Parent Partners **Telephone:** 01226 773377 **Email:** parentpartners@barnsley.gov.uk

How we support students with additional needs:

- Personalisation and Quality First Teaching
- Catch up programs for literacy and numeracy interventions delivered by the SEND department
- Additional Classroom support via a Learning Support Assistant
- Positive Support in school
- Heart Space Provision
- Working closely with parents
- Planner (Home school diary)
- Additional transition sessions
- 1:1 literacy / numeracy interventions via English and Maths department
- After school clubs
- Working closely with outside agencies
- Access to an alternative pathway instead of GCSEs
- SEND teacher development programme
- SEND Staff Champions

9. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Students with SEND will be educated alongside their peers in a mainstream classroom setting.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school Staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt students would benefit from this provision.

We set appropriate individual targets that motivate students to aim high and celebrate achievements at all levels.

10. Inclusion of students with SEND

The SENCo and SLT Link oversee the school's practice around inclusion.

Signed as Approved on date
(On behalf of the Governing Body)





Policy Statement

Special Educational Needs & Disabilities

Review Date: October 2021

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.



Signed as Approved on date
(On behalf of the Governing Body)

The school will seek advice, as appropriate, around individual students, from external support services when needed.

Advice will be sought from any agency that the student may have had involvement with for example:
- Educational Psychologist Service, Speech Therapy Service, Occupational Therapy Service, Physical Impairment Team, Hearing Impaired Service, Visual Impaired Service and School Health,

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year. This is done in the form of checking data, annual parent evenings, and discussion with teaching staff and progress meetings with parents where necessary. Where a child has an EHCP they will be allocated a Review Worker who will review their action plan and progress every 4 weeks.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo who will be able to advise on formal procedures for complaint.

13. Continued Professional Development (CPD)

All school staff will be kept up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

We recognise the need to train all our staff on SEND issues. The SENCo, with the Strategic Leadership Team, ensures that training opportunities are matched to school development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCo who will then inform the child's parents.

15. Working in partnerships with parents

Penistone Grammar School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to ensure appropriate intervention and provision;
- Continuing social and academic progress of children with SEND;
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the

Signed as Approved on date
(On behalf of the Governing Body)



local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

Links to other important policies:

Examinations/Access Arrangement for Students with Additional Needs

16. Links with other schools

The school works in partnership with the other schools in the area. Termly SENCo meetings enable us to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Penistone Grammar School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following services for SEND students:

- Local Authority Special Educational Needs and Assessment team
- Educational Psychology Service
- Barnsley Educational Support Services
- Child and Adolescent Mental Health Services

18. Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

19. Accessibility Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Signed as Approved on date
(On behalf of the Governing Body)





Policy Statement
**Special Educational Needs
& Disabilities**
Review Date: October 2021

Contact

Lynn Smith
Special Educational Needs Co-ordinator
Telephone: 01226 762114
Email: ISmith2@penistone-gs.uk

Katie Corson
Assistant Principal: Heart Space
Telephone: 01226 762114
Email: kcorsen@penistone-gs.uk

Yvonne Asquith
Link Governor: Special Educational Needs

Email: yasquith@penistone-gs.uk

Ian Richards
Vice Principal
Telephone: 01226 762114
Email: irichard@penistone-gs.uk



Signed as Approved on date
(On behalf of the Governing Body)

Penistone Grammar School

Advanced Learning Centre

Huddersfield Road

Penistone

Sheffield, S36 7BX

01226 762 114

enquiries@penistone-gs.uk

www.penistone-gs.uk

