



## Cambridge House Grammar School

### Special Educational Needs (SEN) Policy

#### 1. Rationale

- 1.1 At Cambridge House Grammar School, we strive to provide the highest possible standard of support for pupils with special educational needs. The Learning Support Department consists of a number of staff including our Special Educational Needs Co-ordinator (SENCO), Learning Support Mentors, Classroom and General Assistants, to care for each pupil's specific requirements; these include educational, physical, behavioural, emotional and social needs.
- 1.2 As a school we recognise that some children have special needs and if a pupil is recognised as so, a suitable programme will be devised to suit his/her individual needs. At present pupils are encouraged to develop their talents in areas both within the academic curriculum and through extra-curricular activities.
- 1.3 Every child has the right to have access to a broad and balanced curriculum, including maximum possible access to the National Curriculum. Effective assessment and provision will best be secured where there is partnership between parents, schools, Education Authority and other agencies.
- 1.4 The Learning Support Department ensures that pupils with special needs are catered for through individual educational plans which are created, monitored and evaluated by specially trained staff. This process involves close collaboration between pupils, their teachers and parents. Support is also available, when necessary, through classroom and general assistants.

#### 2. Definition of SEN

- 2.1 The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:
  - 2.1.1 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
  - 2.1.2 A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
    - 2.1.3 has a significantly greater difficulty in learning than the majority of others of the same age, or
    - 2.1.4 has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
  - 2.1.5 For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind
  - 2.1.6 A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school

age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

- 2.1.7 Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used across the 0-25 age range and includes LDD
- 2.1.8 A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.
- 2.1.9 Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.
- 2.1.10 Any pupil who can be identified as SEN should fall under some of the criteria stated above. The school has a duty of care to assess and support any child who may be identified by any of the above criteria.

### **3. School Objectives**

- 3.1 To provide a broad, balanced, relevant and differentiated education as a right for all.
- 3.2 To identify children with special educational needs as early as possible through a variety of means and in consultation with appropriate personnel. This should be provided by the primary school, unless a special educational need arises while in Cambridge House Grammar School.
- 3.3 To ensure that all children with special needs feel valued and have a positive self-image.
- 3.4 To encourage parental involvement and collaboration between various professionals and/or agencies in the diagnosis and treatment of special needs pupils.
- 3.5 To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.
- 3.6 To develop a system for recording continued assessment so that each pupil’s performance can be monitored.
- 3.7 To promote the integration of all pupils with SEN as far as is reasonably practical into the life and work of the school.
- 3.8 To encourage the use of teaching strategies which are responsive to different learning styles and which ensure effective learning.
- 3.9 To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs.
- 3.10 To develop and utilise all available resources in support of pupils with special needs.

### **4. Special Educational Needs Co-ordinator (SENCO)**

4.1 Name: Ms A Wilson

4.2 Role:

- 4.2.1 The day-to-day operation of the school’s SEN policy
- 4.2.2 Liaising with and advising other members of staff, particularly teaching staff
- 4.2.3 Co-ordinating provision for children with SEN
- 4.2.4 Maintaining the SEN register and overseeing records on all pupils with SEN
- 4.2.5 Liaising with parents of children with SEN
- 4.2.6 Contributing to the in-service training of staff
- 4.2.7 Liaising with external agencies
- 4.2.8 Ensuring pupils have appropriate access arrangements in place
- 4.2.9 Coordinate the appropriate use of in-house testing

## **5. Arrangements for co-ordinating provision**

- 5.1 Each member of staff will be provided with a list of all Form Tutors and Heads of Year, to enable them to refer an individual to the appropriate Form Tutor.
- 5.2 Each subject teacher will then initially report to the Form Tutor/ Head of Year, informing them of concerns about an individual pupil.
- 5.3 The Form Tutor will inform the Year Head who will pass the information to the SENCO.
- 5.4 The SENCO will liaise with the parents to keep them updated at agreed intervals.

## **6. Identification and assessment**

- 6.1 The role of the subject teacher is vital to the early identification of pupils with special educational needs. If it becomes apparent through normal classroom work and assessment that a pupil is performing at a level below that of his/her peers, which is sufficient to warrant concern, then the subject teacher will refer that pupil to the Form Tutor.
- 6.2 The Form Tutor will then inform the Head of Year, who will pass the information on to the SENCO. The Year Head will then begin to gather information designed to establish whether or not the pupil has a learning difficulty. Initially the pupil may be placed on report for a particular subject(s) or for all subjects. The parents will be informed by the Year Head and will be asked to co-operate by signing the report each evening and returning it to school the next day with the pupil.
- 6.3 This report asks the subject teacher to comment on the pupil's attitude and behaviour, his/her class participation and the homework which the pupil is given and completes.
- 6.4 The pupil should return the daily reports to their Form Tutor who will pass them to the Year Head. The Year Head will report to the SENCO and together they will make an assessment as to whether the child has a special educational need.
- 6.5 If a learning difficulty is confirmed, the SENCO will liaise with the Principal, and outside agencies if appropriate, and the pupil will be placed on the SEN register. The parents will also be informed of this action and its consequences.
- 6.6 Special Educational Needs may include:
  - 6.6.1 physical or sensory impairment or disability
  - 6.6.2 difficulties with communication or interaction
  - 6.6.3 Cognition and learning difficulties, for example, specific learning difficulties such as dyslexia, dyspraxia and dysgraphia
  - 6.6.4 Social, emotional or mental health difficulties

## **7. Partnership with Parents**

- 7.1 Cambridge House Grammar School recognises the need for a close partnership with parents to be promoted because of the unique contribution parents can make to a child's progress. Relevant information on policy and support provision will be made available to parents in order that their contribution may be encouraged.
- 7.2 The partnership will ensure that the views of parents are taken into account and will enable them to be involved in assessment and review arrangements.

## **8. Monitoring and Evaluation of Policy and Practice**

- 8.1 The implementation of the Special Educational Needs Policy will be monitored by the Board of Governors, Senior Staff and the SENCO in relation to the effectiveness in the following areas:

- 8.1.1 identification
  - 8.1.2 assessment
  - 8.1.3 provision
  - 8.1.4 monitoring and record-keeping
  - 8.1.5 use of external support
- 8.2 There will be an annual review towards the end of each academic year when necessary amendments to the policy and practice will be considered.

## **9. Record-keeping and Review of pupils' progress**

- 9.1 A Special Educational Register will be kept by the SENCO of all pupils identified as having special educational needs. Pupils identified through concern expressed by teachers / parents / outside agencies will be added to this register after consultation between the SENCO, the Principal and, if appropriate, outside agencies.
- 9.2 The register will contain the name of the pupil, the nature of the difficulty, the appropriate stage, and a brief outline of the proposed additional provision.
- 9.3 Stage 1 (see Section 3) is dealt with internally by the school, and Stages 2 and 3 require a referral to the Education Authority (EA).
- 9.4 The progress of each pupil will be reviewed at each of the Stages 1 to 2 by the SENCO, in consultation with the parents. If necessary, the SENCO will refer a case to the Principal, who may recommend proceeding to Stage 3.
- 9.5 If a pupil transfers to another school, the necessary information will be forwarded.

## **10. Management Arrangements**

- 10.1 The Board of Governors and the Principal have overall responsibility for the SEN policy and must report on it in the Annual Report. They must also establish the appropriate staffing and funding arrangements. In addition, the Principal has responsibility for the management of all the school's work, including the Special Educational Needs provision.
- 10.2 The SENCO has responsibility for the day-to-day operation and co-ordination of the Special Educational Needs provision.
- 10.3 All teaching staff should be involved in the development and implementation of the policy and should be made familiar with Special Educational Needs procedures.

## **11. Staff Development and Resources**

- 11.1 Arrangements will be made for the training needs of the staff and governors, and the necessary resources will be made available to staff.

## **12. Liaison with External Services**

- 12.1 The Principal, in conjunction with the SENCO, will initiate, develop and maintain contact with the Health and Social Services and with Special Educational Needs support services (EA).
- 12.2 Parents will be informed of the support available and the necessary point of contact.

## **13. Integration Arrangements**

- 13.1 Children with Special Educational Needs require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum. These children should, wherever appropriate, be educated alongside their peers in mainstream schools. The school will seek to ensure that they join in the activities of the school together with pupils who do not have special

educational needs, in so far as that is reasonably practical and compatible with their receiving the necessary special educational provision. The school will also seek to ensure the efficient education of other children in the school and the efficient use of resources.

## **14. Stages of Code of Practice**

### **14.1 Pre-Stage 1**

14.1.1 Any subject teacher who is concerned about the progress or behaviour of an individual child may pass this concern to the form tutor and then to the Head of Year who, if it is deemed necessary, will place this child on daily/weekly report for all or some subjects. These sheets will be monitored by the Head of Year and will be signed by a parent/guardian each night/week. If no improvement is observed, then the child may be moved to Stage 1.

### **14.2 Stages 1 - 3**

14.2.1 Stage 1 begins, as outlined in Section 2 (identification and assessment of needs) with concerns being raised about the progress of a child by a subject teacher and these concerns being passed on to the form tutor and, if necessary, the SENCO and the Head of Year.

14.2.2 If it is deemed appropriate the parents will be informed and the child will be placed on the schools SEN register.

14.2.3 The information required about the child will include

14.2.3.1 class records from all subject teachers

14.2.3.2 test results

14.2.3.3 observations about the child's behavior from the parent

14.2.3.4 views on the child's health and development

14.2.3.5 perceptions of the child's performance and behaviour at school and at home

14.2.3.6 factors contributing to any difficulty from the child

14.2.3.7 personal perception of any difficulties and how they might be addressed from other sources

14.2.3.8 any information already available to the school from health or social services or any other source.

14.2.4 When progress no longer gives cause for concern the child will be removed from the school register and the parents informed. If further action is felt necessary, then the pupil may be moved onto a higher stage. Each pupil will be reviewed after an appropriate period of time and the decision taken will be made known to all concerned parties.

14.2.5 Stage 2 will generally follow Stage 1 and will involve the SENCO working with the subject teachers of the child to provide a suitable Individual Education Plan (IEP). Again, the parents will be kept fully informed and the child will be reviewed periodically.

14.2.6 The Education Plan should set out the following

14.2.6.1 the nature of the child's difficulties

14.2.6.2 the SEN provision required, including staff and resources

14.2.6.3 the nature of the support at home

14.2.6.4 the targets to be achieved within a certain time frame

14.2.6.5 any pastoral care or medical requirements

14.2.6.6 the monitoring and assessment arrangements

14.2.6.7 review arrangements and date

- 14.2.7 At this stage the child may return to Stage 1, be kept at Stage 2 or moved to Stage 3.
- 14.2.8 At Stage 3 the SENCO should decide whether further professional advice is needed before drawing up the IEP. The IEP and the review arrangements will be similar to those at Stage 2.
- 14.2.9 The outcome from Stage 2 may be to return to Stage 1, continue at Stage 2, or for the Principal to consider a referral to the EA for statutory assessment which may result in a move to Stage 3.

14.3 Role of the SENCO: The SENCO will be involved in the management of SEN provision, monitoring records and communicating with parents and external agencies as outlined in Section 1 of the policy.

14.4 Arrangements for involvement of parents of children with special educational needs should include information about:

- 14.4.1 the school's SEN policy
- 14.4.2 the support available within the school and the EA
- 14.4.3 parents' involvement in assessment and decision-making, emphasising the importance of this contribution
- 14.4.4 any relevant health and social services contacts, or voluntary organisations which might provide information or counselling.
- 14.4.5 Arrangements for parental complaints. When a parent has a concern, he/she should make an appointment to meet with the Principal and/or the SENCO. See section 16 below.

## **15. Review Procedures**

15.1 School-based assessment and provision will be followed by review at each of the stages. Parents will be informed of proposed actions and the appropriate review dates. Parents will always be invited to attend reviews, in particular when considering a move beyond Stage 2.

## **16. Complaints Procedure**

16.1 At Cambridge House Grammar School we take complaints very seriously. We have the best interests of all our pupils and their families at the centre of all we do. In this regard, we encourage anyone with a concern to speak to us as soon as possible. If concerns are dealt with at an early stage, then they are more likely to be resolved and there is no unnecessary dissatisfaction.

16.2 We aim to:

- 16.2.1 encourage resolution of problems by informal means wherever possible;
- 16.2.2 the policy will be easily accessible and publicised. Copies will be available on request or via the school website
- 16.2.3 be simple to understand and use
- 16.2.4 be impartial
- 16.2.5 allow swift handling with established time limits for action, keeping people informed of the progress
- 16.2.6 ensure a full and fair investigation
- 16.2.7 have due regard for the rights and responsibilities of all parties involved
- 16.2.8 respect people's desire for confidentiality.

*The school will review this policy biennially  
and assess its implementation and effectiveness.*

Signed:  Principal

Signed:  Chair of Governors

Date: Wednesday 17 November 2021

## **Appendix 1: SEND Testing Policy**

### **1. Scope of this policy**

#### 1.1 This policy includes:

- 1.1.1 The school's response to concerns voiced by parents in relation to their child's developmental progress, academic progress or progress in literacy competence.
  - 1.1.2 The school's response to concerns voiced by a teacher/teachers to a child's progress.
  - 1.1.3 The process of testing a child is outlined and the strategies put in place if certain issues are identified.
  - 1.1.4 The strategies and support put in place will become the child's "normal way of working".
- 1.2 At present, the school has two different tests available. The Dyslexia Portfolio has a ceiling of 16 and can be used with pupils to this age. The TOWRE 2 can be used with pupils of all ages.

### **2. Action**

- 2.1 Any subject teacher who feels there is a concern with a pupil's developmental progress, academic progress or attainment in literacy should forward this concern to the SENCo.
- 2.2 Subsequently, a report will be completed by all subject teachers to highlight any concerns about the pupil.
- 2.3 If a parent/ guardian has any concerns about their child's progress this should be reported to the SENCo. Parents will be asked to voice their concerns in writing.
- 2.4 Subsequently, a report will be completed by all subject teachers to highlight any concerns about the pupil.
- 2.5 Appropriate strategies and mechanisms will be put in place. This may include using one of the two in house tests to determine the issues. However, if there are developmental issues, behavioural issues or mental health concerns the child will be referred, by the SENCo, to the Educational Psychologist for assessment.
- 2.6 Any standardised score, in any test or subtest, below 84 determines a particular need and pupils are entitled to 25% extra time. This should be their normal way of working.
- 2.7 If any special educational needs are identified, pupils should be put on an IEP and this will include various strategies to support the pupil, in different subject areas.

### **3. External Examinations**

- 3.1 Access Arrangements will be applied for and will be based on the special educational needs of every individual child.
- 3.2 Year 8 pupils will be completed as part of this process.
- 3.3 Test scores will be used when applying for particular access arrangements.
- 3.4 Data protection sheets will also be signed by pupils.

### **4. Time of Testing**

- 4.1 If a pupil enters the school in Year 8 and has been tested in Primary School, the arrangements put in place in Primary School and outlined in any IEP, will continue in this school. The arrangements will be considered as the pupil's normal way of working. In Year 10, the pupil will be tested again in order to determine if the arrangements are still appropriate. These test results will be used for any access arrangements applied for in external exams from Year 11 onwards.
- 4.2 If concerns are highlighted about a pupil from Year 8- 10, provided there is sufficient professional evidence, arrangements will be put in place by the SENCo and school. Pupils may be referred to



the Educational Psychologist but this will be based on the needs of the individual pupil. Testing in school will not take place until Year 10.

## **Appendix 2: Acceptable use of laptops for SEN pupils**

### **1. Scope of this policy**

- 1.1 This policy includes the criteria needed in order for a pupil to facilitate the use of a laptop during lessons and examinations. A limited number of C2k school laptops are allocated to pupils with SEN and can be accessed provided the pupil meets the criteria, as set out by the school.
- 1.2 Provided pupils meet the criteria, as set out by the school, there is an opportunity for pupils with SEN to use their own laptops in lessons, as their “normal way of working”.
- 1.3 All laptops and computers used in school examinations will be provided by the school and will follow strict examination regulations.

### **2. Criteria**

- 2.1 A pupil may use a laptop for lessons and examinations if they have a specific need and are on the SEN register.
- 2.2 A specific recommendation by an Educational Psychologist may determine a pupil’s need for a laptop in lessons and examinations.
- 2.3 Permission will be provided by the Principal in consultation with the SENCo.
- 2.4 Use of a laptop is recommended where a pupil has moderate/ severe literacy difficulties and/ or produces handwriting which is very difficult to read or decipher.

### **3. Acceptable Use of Laptops**

- 3.1 Pupils must use a USB memory stick and all work saved at school must be printed out and put into the relevant books and files.
- 3.2 If the laptop is a C2k device, allocated by the school, it is to remain on the school premises at all times.
- 3.3 During lessons laptops should be muted and pupils are not permitted to have games or other multi- media programs on their laptops.
- 3.4 All laptops, for use in school, must be capable of running on battery power and should be operated as such in most classrooms.
- 3.5 It is the responsibility of the individual pupil to ensure the laptop is returned to the school technician at the end of the school day and collected before Period 1, at the beginning of each school day.
- 3.6 Pupils and parents are required to sign the acceptable use policy for C2k devices, if this is applicable.

### **4. Laptops in school examinations**

- 4.1 Pupils will be permitted to use a laptop in school examinations where they would usually use a laptop during lessons. It is considered their “normal way of working”.
- 4.2 The SENCo will submit a list of pupils eligible for laptop use to the Examinations Officer, in advance of the examinations.
- 4.3 Examination papers/ responses will be printed out immediately after the examination and this will be the responsibility of the school technician.
- 4.4 Only school laptops will be used in examinations and will be set up according to the examination regulations.
- 4.5 Laptops will be used in a separate examination room and laptop users must sit with their screens visible to the invigilator at all times.

4.6 The examination papers may be presented as a hard copy or a digital copy, during the examination session, according to the pupil's needs. Digital copies of examinations will only be downloaded before the examination is due to take place and this will be the responsibility of the school technician.