

## SEN Information Report 2018-19

The Special Educational Needs Co-ordinator (SENCO) at Sir Graham Balfour School is Mr David Chamberlain [dchamberlain@sirgrahambalfour.staffs.sch.uk](mailto:dchamberlain@sirgrahambalfour.staffs.sch.uk)

### Where can I find Sir Graham Balfour School's policy for SEN?

A copy of the SEN Policy can be obtained from the school website along with the Disability, Equality, Access and Additional Needs Policy;

<http://www.sirgrahambalfour.co.uk/Key-School-Policies>

### What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (SEN Code of Practice 2015)

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 long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and medical conditions such as asthma and diabetes.

### What are the different kinds of SEN that Sir Graham Balfour School provides for?

Sir Graham Balfour is a fully inclusive mainstream school. We provide SEN support for pupils with significant needs and disabilities in the following four areas:

1. **Cognition and Learning** -This is when a student has issues with literacy or numeracy development. This includes;
  - ✓ MLD (Moderate Learning Difficulties) when students may have a low reading, spelling, comprehension or maths age.
  - SpLD (Specific Learning Difficulties) such as dyslexia, dyscalculia or dyspraxia.
  - ✓ SLD (Severe Learning Difficulties) - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
  - ✓ PMLD (Profound and Multiple Learning Difficulties) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

2. **Communication and Interaction** - This is when a student has difficulty communicating clearly with others. This may be what they are saying (appropriate use of language), understanding what is being said to them or social interaction with others. This may include Speech, Language and Communication Needs and Autistic Spectrum Conditions.
3. **Sensory and /or Physical** - This is when a student has a physical disability which renders the school environment inaccessible to them in some way. This may be a visual, hearing, or other physical issues.
4. **Social, mental and emotional health** - This is when a student displays challenging, disruptive or disturbing behaviour. This behaviour is managed so it has the minimum possible effect on learning.

### **What are the admission arrangements for SEND pupils?**

A full admission policy for Sir Graham Balfour School can be viewed on the school website;

<http://www.sirgrahambalfour.co.uk/Key-School-Policies>

### **What should I do if I think my child has SEN or a Disability?**

If you think your child may have SEN, a disability or any other barriers to learning do not hesitate to contact the SENCO. It is worth considering the following points prior to contacting the SENCO

- ✓ Why you think your child has a SEN/disability.
- ✓ What your child finds difficult/what barriers they face in relation to their learning and school life.
- ✓ What support you would like from school
- ✓ What steps have been taken so far to help your child.
- ✓ If medical advice has been sought or evidence obtained.

At Sir Graham Balfour School the Learning Support can assess a student and identify SEN in the following areas;

- ✓ Literacy – reading, comprehension and spelling.
- ✓ Numeracy.
- ✓ Phonological processing – speed of reading, speed of recognition and working memory.
- ✓ Screening to assess risk of Dyslexia.
- ✓ Screening to assess risk of Dyspraxia.

Please note that investigation into Attention Deficit Hyperactivity Disorder and Autistic Spectrum Conditions would usually be instigated through referral from a doctor.

## **How will Sir Graham Balfour School identify and assess my child's special educational needs?**

Sir Graham Balfour believes that children's needs should be identified and met as early as possible. This is done through:

- ✓ The analysis of data including entry profiles, Key Stage 2 SAT results, reading ages, other whole-school learner progress data.
- ✓ Classroom-based assessment and monitoring arrangements.
- ✓ Following up parental concerns.
- ✓ Tracking individual children's progress over time.
- ✓ Liaison with primary schools on transfer.
- ✓ Information from previous schools.
- ✓ Information from other services.
- ✓ Undertaking, when necessary, a more in depth individual assessment - this may include psychometric assessments, chosen to deliver appropriate, useful information on a student's needs.
- ✓ Involvement of an external agency when the student is not making adequate progress and specialist knowledge that goes beyond that available in school is required.

## **What is Sir Graham Balfour School's approach to teaching students with Special Educational Needs and/or Disability?**

- ✓ All students will have access to high quality teaching differentiated for individual students.
- ✓ Progress is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- ✓ Some students will have access to interventions. These will be students who are underachieving or will have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs.
- ✓ Students will be offered support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum and additional interventions on offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- ✓ Sir Graham Balfour School adopts the graduated approach to SEN provision of Assess, Plan, Do and Review;
  - ✓ Assess – gather information, assess and understand.
  - ✓ Plan – for good outcomes.

- ✓ Do – implement agreed intervention and support
- ✓ Review – monitor and review.

**How are parents of children with special educational needs and/or disability involved in the education of their child?**

- ✓ Working effectively with all supporting agencies, students and their parents.
- ✓ Giving parents and carers opportunities to play an active and valued role in their child’s education.
- ✓ Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- ✓ Instilling confidence that the school will listen and act appropriately.
- ✓ Focusing on the child’s strengths as well as areas of additional need.
- ✓ Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- ✓ Agreeing targets for all students, in particular, those not making expected progress and, for some learners identified as having special educational needs, involving parents in drawing-up support plans and monitoring progress.
- ✓ Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- ✓ Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

**What specialist services and expertise are available to support Sir Graham Balfour School in meeting my child’s Special Educational Needs and / or Disability?**

Sir Graham Balfour School works with the following specialist services when a student fulfils the appropriate referral criteria for the required agency.

- ✓ Special Educational Needs Support Service (SENSS)
- ✓ Educational Psychology Service
- ✓ Autism Outreach Team
- ✓ Hearing Impairment Team
- ✓ Visual Impairment Team
- ✓ Speech and language Service (SALT)
- ✓ CAMHS (Child & Adolescent Mental Health Service)
- ✓ The Virtual School for Looked After Children
- ✓ The Educational Welfare Service
- ✓ The Local Support Team

**What interventions and support programmes are available for students with SEN at Sir Graham Balfour School?**

The following interventions and support programmes are available at Sir Graham Balfour School. Some of these interventions are not exclusive to students without SEN or a disability.

- ✓ Year 7 Literacy Immersion Group is designed for students who have not reached the expected level of literacy at the end of primary school. The Immersion Group focuses intensively on all aspects of literacy including reading, spelling, communication, writing and comprehension.
- ✓ Year 8 and 9 Literacy Support is available for students who require additional support to improve their level of literacy. These groups typically focus on reading for understanding
- ✓ Year 7 Numeracy Catch-up is designed for students who have not reached the expected level by the end of primary school.
- ✓ Numeracy support is available throughout Years 8 – 11 for students who are identified as requiring additional support.
- ✓ Sir Graham Balfour School is a dyslexia friendly school that strives to use appropriate dyslexia friendly techniques and strategies in all lessons.
- ✓ Weekly dyslexia support lessons are available in Key Stage 3, and additional support is in place for all dyslexic students in Key Stage 4 and 5.
- ✓ Examination access arrangements are put in place for identified students. These arrangements may include extra time, use of a laptop and in some cases a reader or scribe. These arrangements are also used in all pre-public examinations.
- ✓ Teaching Assistants are available in some lessons to either support the teacher or to work with small groups of identified students.
- ✓ Intensive revision programmes are available for identified students in Year 11.
- ✓ Students with Autistic Spectrum conditions receive regular mentoring sessions, these sessions are extended to students who have recognised autistic traits rather than a full diagnosis.
- ✓ A staffed classroom is available to students at lunch and break that may require a quieter environment to eat their lunch, talk to friends or use the computers.
- ✓ Life Skills courses are available to students identified by the Pastoral Team, these include dealing with anger issues and promoting self-esteem.
- ✓ As well as the core intervention strategies listed, other bespoke plans will be created as required to meet the needs of individuals.

#### **Other relevant policies.**

- ✓ Admissions Policy
- ✓ Behaviour for Learning Policy
- ✓ Complaints Policy

- ✓ Curriculum Policy
- ✓ Disability Equality Scheme
- ✓ Equality Policy
- ✓ Health and Emotional Well-Being Policy
- ✓ Health and Safety Policy

All of these policies are available on the school website;

<http://www.sirgrahambalfour.co.uk/Key-School-Policies>

#### **Legislation relevant to this document.**

- ✓ SEND Code of Practice 2014 ;  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ✓ Children & Families Act 2014  
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- ✓ Equality Act 2010  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>