



# **Lincoln Christ's Hospital School**

## **Special Educational Needs (SEN) Policy**

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## **Introduction**

This policy document is designed to outline the general principles behind Learning Support within LCHS. It will not detail staffing, resources or educational provision, which regularly change to meet the school's needs. Those details are available to Staff and Governors via the Department Handbook and can be explained to parents on request and where appropriate.

Lincoln Christ's Hospital School believes that each student should have access to a broad, balanced, relevant and differentiated curriculum enabling all to achieve their full potential.

Each student will be offered the support they need to:

- be healthy
- be safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing.

Recognising the issues outlined in the Disability Discrimination Act 2005, the Children's and Families Act 2014 and the SEN Code of Practice 2015, the school reflects the desire to include students, wherever possible, irrespective of any disability or learning difference. We work closely with parents, medical services and external agencies to ensure access to all appropriate facilities and support to meet students' special educational needs and disabilities (SEND).

**“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.**

NASEN Mission statement

This policy outlines the nature and management of SEND at Lincoln Christ's Hospital School.

This policy reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body in 2007, a revised in 2010, 2014 and 2018.

The implementation of this policy is the responsibility of the Headteacher and all teaching and support staff.

## **Objectives**

The objective of this Special Educational Needs Policy is to facilitate the full inclusion of all pupils by ensuring high quality teaching and learning, a full understanding of the principles of inclusion.

The school seeks to develop an inclusive curriculum and environment by:

- setting suitable learning challenges for all students
- responding to students' diverse learning needs, and
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Every student is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

DfES Code of Practice 2014.

The Code of Practice revised in 2014 states:

*'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.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age,*

*or 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.'*

The Code of Practice goes on to give a more detailed definition of SEN and identifies that many students during their time at school might experience difficulties, long or short term, and that these could encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas

Most children with SEN will not be disabled under the terms of the Disability Discrimination Act 2005 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN.

Our policy aims to meet these difficulties by:

- identifying students with SEN
- involving students in their own target setting and review processes
- enabling all staff to meet identified student needs
- making the curriculum accessible to all students through recognising the need for differentiation and employing a range of teaching and learning styles
- working closely with parents and outside agencies
- catering for SEN students mainly in the mainstream class, but recognising that some students may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

Reference is made to the Special Educational Needs Code of Practice, 2015. Guidance is also provided by the LEA's SEN Handbook and Local Offer.

### **The School's Provision for Special Educational Needs**

The Special Educational Needs Co-ordinator (SENCo) is Robbie Gemmill.

#### **The SENCo is responsible for overseeing:**

- writing and reviewing the SEN policy
- overseeing the day to day implementation of the SEN policy and resources
- coordinating the identification, monitoring and reviewing of students' needs through working with teachers, parents and support staff and with the students themselves
- maintaining the SEN register
- maintaining all SEN records, including the individual student files

- co-ordinating provision for students with SEN
- setting up and monitoring in-class support and withdrawal programmes (e.g. basic literacy)
- teaching and assessing individuals and groups of students
- liaising with colleagues in mapping provision
- monitoring and reviewing Profiles and statement targets
- organising and attending annual reviews of statements
- liaising with parents, outside agencies and other schools
- administering submissions for special arrangements for statutory testing
- acting as Line Manager to permanent and temporary teaching assistants involved with supporting SEN students
- acting as Performance Manager for all permanent and temporary teaching assistants involved with supporting SEN students, or to be aware of their Performance Manager
- managing and contributing to professional development of colleagues in areas of SEN support
- implementing the school grievance procedures in cases of staff failing to provide appropriate SEN provision
- advising on all aspects of SEN with regard to differentiation, teaching and learning styles, and resourcing
- advising the Head Teacher and staff on pertinent SEN issues
- liaising regularly with the Governing Body, through the SEN Governor and Curriculum and Standards Committee.

Class teachers are responsible for and should:

- supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.  
This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap
- The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class or subject teacher, working with the SENCO, should assess whether the child has SEN
- differentiating activities for all students, including more or less able children
- contributing to students' Profiles and implementing teaching strategies in class
- monitoring individual progress
- supporting teaching assistants in their classroom duties
- meeting with parents and outside agencies when appropriate
- delivering classroom based interventions

Teaching assistants will support the teacher and student by:

- enhancing an individual or group of students' access to the curriculum and facilitating progress
- encouraging and promoting student independence
- liaising with teachers and the SENCo, giving feedback and suggesting development
- working with individual or groups of students (e.g. reading support)
- carrying out specific booster teaching programmes (e.g. Additional Literacy Programme)

- helping to prepare resources and adapt materials
- attending planning and review meetings as appropriate
- fulfilling the role of keyworker to designated students and meeting with them at least on a termly basis.

The Governing Body will ensure that:

- the SEN information report is completed and updated annually
- the SEN policy is implemented fully
- the success of the SEN policy is reported annually
- a named governor for SEN is appointed.

Early action within the classroom is considered best practice for students who need additional support prior to placement on the SEN register.

Students on the SEN register may receive extra support from a teaching assistant, in a group or as an individual. If an individual student receives one-to-one support through an Education, Health & Care Plan (EHCP) there might be occasions when that child is helped through group support as part of his/her learning programme.

Where a student's needs require more than the normal differentiation/intervention strategies planned and delivered in class, a PROFILE will be drawn up, which sets out individual targets for the child in identified areas of the curriculum and that pupil will be placed on the SEN register with permission from parents/guardians. This will be done through collaboration from their teaching staff and the SEN team.

A PROFILE works from a positive starting point of what the student is able to do, and will have strategies aimed at small, achievable steps built into it to ensure success.

Arrangements are made for students with SEN to assist access to statutory tests. These include a reader, scribe, additional time etc; in line with government assessment policy; these are called Access Arrangements.

The SEN base in school is the Skills Development Centre. The SENCo, teaching staff and teaching assistants use this space for specialised teaching and for meetings and assessments, it is also a resource base. Student records are stored in the Guidance Centre.

When children leave the school, all SEN records are sent on to the new school. The SENCo makes contact with the receiving school's SENCo to ensure continuity of support. Wherever possible it is recommended that both of these be done within 3 weeks of the child starting at that school.

Once students have been identified as having SEN, the staged process as set out in the Code of Practice (2014) is put in place.

The SEN register is a working document which is updated regularly by the SEN team and is accessible to all staff on Class Charts.

Any child causing concerns which require no further intervention at the time is placed on the 'concern' list on the register. This also lists children who have been taken off the SEN register, and those receiving booster support but not on the SEN register.

### **Identification and Assessment**

Students are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer, liaison will be made with the appropriate agencies.

If a teacher refers a student to be added to the SEN register, a Learning Support referral form is used to record suspected problems, action taken prior to going on the SEN register, and strategies now adopted in class as part of early SEN intervention. A separate form is used for referral for Exam considerations.

Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. A letter is sent out confirming this action. Parents are then updated on their child's progress, through normal school reporting procedures and additional SEN contact (where appropriate) and are involved in supporting the child at home.

Outside agencies which may be involved with a student are:

- Educational Psychology Service
- Speech and Language Therapy Service
- Emotional and Behavioural Support
- Sensory Impaired Service
- Social Services/ Child Protection
- School Medical Service
- Child and Adolescent Mental health Service
- Family GPs
- The Working Together Team (autism outreach)
- Dyslexic Outreach
- ICT Outreach
- Physiotherapy Service
- Occupational Therapy
- Educational Welfare Officer

A student with an Education, Health & Care Plan may be granted additional funding equivalent to one-to-one support. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support.

Other SEN funding may come from:

- notional SEN budget

- supplementary funding from the main school budget.

The current SENCo's salary is paid through the formula allocation from the main school budget.

Students are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Students with Educational, Health & Care Plans are expected to attend their annual reviews.

Triggers for SEN concerns may include:

- Lack of progress in acquiring literacy or numeracy skills
- Poor short term memory
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour/Over-anxiety
- Lethargy
- Neglected appearance
- Toileting problems
- Obsessive behaviour/nervous tics/habits
- Attendance problems
- Child protection issues
- Family problems – family break ups, bereavement

Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by GPs to the Child and Adolescent Mental Health Service (CAMHS).

Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is largely ramped and has medical and disabled toilet facilities. In line with current recommendations, the school is drawing up an Accessibility Plan, which contains short and long term targets to ensure full provision for all students, regardless of SEN and/or disability.

The SENCo/Deputy SENCo will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.

Regular updates on SEN are given to the Curriculum and Standards Sub-Committee of the Governing Body via the SEN governor and SENCo, where appropriate.

Discussions on concerns about SEN students are regularly on the agendas for teaching assistants' meetings.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

### **STATEMENT OF AIMS**

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the attainment and achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum

Where appropriate, make use of their knowledge of other languages

### **LCHS Context**

- At LCHS, EAL pupils come from a variety of backgrounds. Some are from well-established communities, while others are new to the language and culture of this country.
- Many EAL pupils are isolated learners and may be the only speaker of their language in the school.
- Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.
- A few of our pupils may have experienced trauma and this will have an impact on their learning.
- There are between 20 and 25 languages spoken at LCHS.

### **KEY PRINCIPLES FOR ADDITIONAL LANGUAGE LEARNING**

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks need to be identified and planned for with attention both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each Curriculum area. Meanings and understandings cannot always be assumed but need to be explored

- Teachers have a crucial role in modelling uses of language
- The focus and use of any additional support time are best seen as an integral part of curriculum and lesson planning
- All pupils have entitlement to the National Curriculum
- A distinction is made between EAL and Special Educational Needs with EAL students presenting a SEN need being supported by the SEN department in conjunction with the EAL department.
- Effects of grouping should be carefully considered.
- Language is central to our identity; therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

### **TEACHING AND LEARNING**

Plans will identify the demands of the Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs. Teachers will analyse the linguistic demands of a task in their subject area, to extend and develop the English Language skills of learners across the curriculum.

Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, language use or forms of text. Bilingual pupils who have achieved fluency in spoken English may need support to develop written academic English.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons.

Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models and are accessing work at the appropriate and challenging cognitive level.

### **STRATEGIES**

Staff use support strategies to ensure curriculum access:

- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc. to make connections with Standard English at cognitive, cultural and linguistic levels

- Bilingual resources, e.g. dictionaries, Talking Translators, bilingual staff/pupils, texts, key word lists, bilingual books
- Activating prior knowledge and challenging tasks with scaffolding such as writing frames, directed activities related to texts
- Opportunities for role play and collaborative group work
- Pupils receive positive and constructive regular feedback from members of the school community
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- Staff are encouraged to work with parents to learn more about community languages, and pupils' cultural heritage.
- The school will work with supplementary and complimentary schools.

### **PLANNING, MONITORING AND EVALUATION**

Information is gathered about:

- The pupils' linguistic background and competence in other languages
- The pupils' previous educational and schooling experience
- The pupils' family and biographical background

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

### **ASSESSMENT AND RECORD KEEPING**

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. The five new English language proficiency levels will be used to continually assess the baseline and continuing development of EAL pupils. This information will be recorded on SIMs to provide information for all staff as well as for the census.

### **RESOURCES**

Displays and resources reflect linguistic and cultural diversity. They contain positive, non-stereotypical and challenging images.

A range of resource materials are used to support pupils' linguistic development, visual materials, differentiated worksheets, key-word lists, bilingual dictionaries, taped materials, computer software, bilingual worksheets etc.

Assessment materials use images and texts that are appropriate for all pupils.

## **PARENTS/CARERS AND THE WIDER COMMUNITY**

We provide a welcoming admission process for the induction, assessment and support of newly arrived pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our EAL pupils.

## **STAFF DEVELOPMENT**

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of EAL pupils.

All staff show vigilance with regard to behaviour amongst pupils and there are clear and known strategies in place for dealing with racial incidents.

There is coverage within the curriculum of inter-personal behaviour amongst pupils, including racist name calling and bullying, and this is linked with wider issues of learning for citizenship.

## **REVIEW AND EVALUATION OF POLICY**

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programs of action and targeting time, support and resources.

## **GIFTED AND TALENTED PROVISION**

### **Introduction**

Lincoln Christ's Hospital School aims to provide a whole school commitment to supporting gifted and talented students. We acknowledge that all children have the right to have their abilities recognised and developed. We also aim to provide an environment that will meet the social, emotional and learning needs of all our students. We recognise that if students are able beyond the large majority of their peer group, they need a curriculum that goes beyond the standard curriculum, and we aim to provide this.

The Department for Children, Families and Schools (DCSF) defines gifted and talented pupils as:

*Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).*

Identifying gifted and talented learners – getting started, Revised May 2008 (DCSF, 2008), page 1

Del Siegle (2007) described clearly the need for schools to be engaged in:

*...a two-step process: first provide opportunities for talent to surface, then recognise that talent and help to move it to exceptional levels.*

Siegle, D., (2007) 'The time is now to stand up for gifted education: NAGC Presidential Address' in Gifted Child Quarterly, Vol. 52, No. 2

### **1. Aims**

Our aims are that Gifted and Talented students at Lincoln Christ's Hospital School will:

- Be identified
- Have their potential realised through challenging work which is matched to their needs
- Be provided with opportunities in and out of the classroom to develop their skills and talents
- Have their emotional and social needs considered alongside their intellectual needs
- Have their progress monitored and evaluated
- Be supported by appropriately trained staff
- Have their parents/carers involved in the educational process

### **2. Identification**

Gifted and Talented students will be identified using analysis of various sources of information including:

- KS2 SAT scores
- CAT scores
- GCSE results
- Teacher/subject nomination
- Primary school nomination
- Parental nomination
- Self-nomination
- Achievements and progress in activities out of school

This information will be collated by the Gifted and Talented Co-ordinator and will be made available to all staff. The Gifted and Talented Register will be regularly reviewed and updated.

### **3. Responsibilities**

#### **3.1 The SENCO will be responsible for:**

- Acting as an advocate for the needs of gifted and talented students
- Identifying the cohort of gifted and talented students and reviewing this list on an annual basis
- Maintaining the school's Gifted and Talented Register
- Liaising with parents/carers and teachers to help all parties provide the child with the best possible support
- Logging all enrichment activities and reviewing provision
- Liaising regularly with Heads of Department, to ensure schemes of work meet the requirements of the most able
- Leading the development of pedagogy for gifted and talented students by spreading best practice and embedding its use
- Sharing information gained from attending meetings and training locally and nationally
- Accessing CPD for self and other staff members
- Monitoring the progress made by gifted and talented learners and ensuring that colleagues are aware of their needs
- Meeting with students and discussing their progression and needs

#### **3.2 Heads of Subject will:**

- Be responsible for the creation of schemes of work, resources and opportunities that lead to effective learning for gifted and talented students
- Develop opportunities for subject related enrichment activities to ensure the needs of our gifted and talented students are being met

#### **3.3 All staff will:**

- Have high expectations
- Assist in the identification of gifted and talented students in their classes
- Record the gifted and talented students they teach and consider their individual needs when planning lessons, using appropriate resources to stretch and challenge
- Set personalised targets for gifted and talented students that provide opportunities for stretch and challenge and which address specific areas for improvement in a constructive way
- Ensure consistent monitoring and intervention for these students in order to have a positive impact on their progress and development
- Encourage students to work beyond their 'comfort zone'
- Encourage independence in learning through open ended and problem solving tasks
- Ensure extension work is always provided through the use of open ended long-term tasks and readily available activities in classrooms

### **3.4 The Senior Leadership Team will:**

- Work with the Gifted and Talented Co-ordinator to oversee provision
- Ensure the Gifted and Talented Co-ordinator has access to appropriate training
- Include items concerning the Gifted and Talented cohort of students on meeting agendas

### **3.5 The G&T Governor can:**

- Raise the profile of the G&T programme among students, parents, colleagues and schools in the area
- Ensure funds from the school budget are allocated to Gifted and Talented Provision