

Clitheroe Royal Grammar School

Special Educational Needs and Disability (SEND) Policy

Staff member responsible: SENDCo and Headteacher

Governors' Committee: Students and Staffing

Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014).

This policy cannot operate in isolation but works alongside the following policies:

- Equality Act 2010: Advice for schools DfE February 2013
- CRGS Annual Information Report
- CRGS Local Offer
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (August 2017)
- CRGS Medical Needs Policy
- CRGS Child Protection and Safeguarding Policy
- CRGS Admissions Policy and CRGS Sixth Form Admissions Policy
- CRGS Anti-bullying Policy
- CRGS Complaints Policy
- Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- The Mental Capacity Act (2005) Code of Practice: Protecting the vulnerable (2007)

Person(s) Responsible

The Special Educational Needs Coordinator (SENDCo) within school is Mrs L Jones who can be contacted by telephoning Main School or Sixth Form.

The SENDCo is line managed by the Headteacher. The named Governor responsible for SEND is Hilary Wilson.

Aims

Clitheroe Royal Grammar School (CRGS) believes that every young person matters and our students are seen as individuals with differing interests, knowledge, skills and needs. The school seeks to ensure that all students' needs are met and that every student is valued equally and encouraged to develop their potential to the full. All students have access to quality first teaching, differentiated for individual students. Assessment is both formative and summative and allows the tracking of students' achievement such that the progress of all is monitored closely.

Every teacher is a teacher of students with SEND. With a creative and flexible approach based on high aspirations, there is a commitment to providing outstanding opportunities for learning in a safe, supportive environment. The school and sixth form are ambitious for every learner to develop skills to contribute to society. Research and reflective practice ensures an ever-evolving innovative provision across each school that gives everyone a voice and an opportunity to celebrate success.

The Code of Practice (2014) states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

At CRGS we believe that all students with Special Educational Need Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put into place.

All staff have a responsibility to provide an accessible curriculum which meets the needs of all students, regardless of any disabilities.

At CRGS, we strive to deliver an appropriate curriculum to:

- Provide suitable learning challenges to all students.
- Meet the students' diverse learning needs.
- Focus on inclusive practice and removing barriers to learning.
- Raise the aspirations and expectations for all students with SEND.

CRGS is a selective grammar school that admits students based on academic ability. Entry into years 7-11 is based upon students reaching the required standard in our entrance examination. Students with an EHC plan who meet the required standard are given priority for entrance at Year 7. A similar practice operates for entry to CRGS Sixth Form. We welcome students with disabilities who meet the required academic standard for entry to CRGS and make reasonable adjustments to our environment to accommodate them.

Typically, CRGS has a small number of students with SEND. Currently, 5.5% students in Main School and 6% in Sixth Form are classified as having some form of identified Special Educational Need and 0.4% have an Education, Health and Care Plan (EHCP). The majority of students on the recent SEND Support Register tend to be well-adjusted to their individual needs and manage with minimal support. Generally, all students with SEND at CRGS make good or better than expected academic progress.

Special and specific needs are seen as whole-school issues and hence are the responsibility of everyone. All staff will seek to work in partnership with each student, their parents and carers together with relevant outside agencies.

Students with SEND at CRGS will usually be taught in mainstream teaching groups but the school will remain flexible in its response to SEND, recognising that each student is an individual and that difficulties can range from slight to severe and from temporary to permanent.

Objectives of the Policy

- To help remove barriers to learning for those students with specific learning needs so that they can access a broad and balanced curriculum, fulfil their potential and be included fully in the school community.
- To ensure that each child should feel equally valued within the school community and fully integrated in the life of the school.
- To take the views, wishes and feelings of the student into account and involve them as fully as possible in planning their needs.
- To ensure that the learning needs of students with SEND are identified and assessed as early as possible and their progress is closely monitored.
- To ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to students with SEND and promotes high standards of attainment and achievement.
- To ensure good working relationships with parents/carers and the community.
- To work in partnership with parents / carers to empower them to make an active and informed contribution to the education of their young person.

- Educating that all teachers are responsible for meeting children's individual needs
- That children with SEND deserve an enhanced level of resourcing to meet their needs to ensure that they achieve positive outcomes.
- To provide support and advice for families of children attending our school with SEND.
- Fostering independence and the development of children's self-esteem.
- To ensure that teaching staff are involved in planning and meeting the learning needs of SEND students.
- To ensure that the school liaises with primary schools, special schools and outside agencies effectively to meet the needs of staff and students.
- To involve external support services and agencies where appropriate.
- To make provision and provide interventions that are additional to, or different from that made generally for other young people of the same age.
- To improve the outcomes for all SEND students and ensure they become independent learners

Identifying Special Educational Needs / Disability

The SEND Code of Practice states that:

- 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 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
- As such, the educational provision they need is additional or different from that made generally for other students of the same age.

There are four broad areas of special educational need and disability as identified within the SEND Code of Practice:

- **Communication and interaction**
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning**
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**
Children and young people may experience a wide range of social and emotional difficulties which

manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

- Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. These categories are broad and are to be used in order to help schools within the trust identify what action they need to take to support pupils. At CRGS, we acknowledge that it should not try to fit individual pupils into a specific category and that the needs of the individual need to be taken into consideration which will include not just the special educational needs of the individual.

The identification of SEND can happen in various ways including the following:

- Through specific reports from feeder schools on admission, which may identify educational, social or medical needs.
- Through information given on student admission forms and from contact with parents and carers.
- Through specific reports received from external agencies or Children's Services as part of the information sharing system. This may include receipt of an Early Help Assessment completed by the feeder schools or by external agencies working with the student.
- Through the monitoring of student work and progress by subject teachers and tutors. The Form Tutor or subject Teacher/Head of learning then consults with the Head of Year / Senior Tutor if there is a particular cause for concern.
- Through academic monitoring, for example, interim reports.
- Through regular consultation between Heads of Year/Senior Tutors, the SENDCo and members of the Senior Leadership Team.
- Through medical reports made via the school nurse.
- Through parents/carers contacting the school directly.
- By the student self-referring for additional support.

CRGS also recognises that there are a range of other factors which may impact on the progress and attainment but is not SEND:

- They have a disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under the current disability equality legislation – this alone does not constitute SEND)
- Students with English as an additional language (EAL) and the language of their home is different from the language in which they will be taught.
- They have poor attendance/punctuality
- They are categorised as Pupil Premium (Disadvantaged)
- Being a Child Looked After (CLA)
- They are a child of current or former service personnel
- Behavioural issues
- They have accessed pastoral support

Identifying behaviour as SEND is not appropriate and any concerns relating to a student's behaviour should be described as an underlying response to a need which needs to be recognised and clearly identified by the school.

Special needs may arise at any point during the student's school career.

The aim of recognising a student's need is not to label them, but to identify potential sources of support appropriate to them as individuals.

A good number of students with SEND at CRGS have had their needs identified at their previous school. In all cases where we are pre-informed of a student with SEND we work closely with previous educational settings to ensure a smooth transition.

All students with an EHC Plan are carefully monitored, in line with the requirements of the SEND Code of Practice (2014). Students who are at SEND Support (Tier 1/Tier 2) will receive an appropriate level of provision according to their level of need and their and parent/carer wishes. Students at Sixth Form are sometimes consulted independently of parents/carers according to their wishes.

Within school, the identification of SEND is built into our overall approach to monitoring the progress and development of all students. Subject teachers make regular assessments of progress for all students. These lead to the identification of students who are making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the student's previous rate of progress.
- Evidences a growing attainment gap between the student and their peers.

It can also include progress in areas other than attainment, for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. These factors may indicate the presence of a special educational need.

Our first response in all cases where a concern about progress is detected is to ensure that high quality teaching is being delivered and targeted at the specific areas identified. If progress continues to be less than expected the subject teacher will make an in-school referral to pastoral staff and/or the SENDCo.

We would then consider whether the lack of progress may be attributed to other factors (attendance, health and welfare, behaviour etc) or whether there may be the possible presence of a special educational need. Within this process students and their parents/carers are fully consulted, becoming a part of the assessment taking place.

A Graduated Approach to SEND Support

Our first step in responding to students who may have SEND is by ensuring high quality differentiated teaching is in place. Students will only be identified as having SEND if they are not making adequate progress once all the relevant interventions and adjustments have been put into place, alongside high-quality personalised teaching. Any interventions and adjustments are then reviewed and this information is used to plan future actions.

Examples of differentiation/adaptive teaching include:

- Varying the type of tasks through which students learn.
- Using stepped questions, open-ended tasks and extension tasks, which broaden knowledge and understanding.
- Support from a Teaching Assistant.
- Using specific strategies to support students' organisation.
- Providing key words for spelling practice.
- Displaying key words / knowledge organisers.
- Adopting dyslexia-friendly techniques.
- ASD/ADHD approaches/techniques.

- Providing printed materials to reduce the amount of copying from the board.
- Room timetabling to accommodate physical needs.
- Access to the Student Support Managers.

Links with external professional agencies

The school recognises that it will not be able to meet the needs of each individual student. Whenever necessary, the school will work with external support agencies such as:

- Speech and language therapists.
- Specialist teachers or support services.
- Educational psychologists.
- Occupational therapists and physiotherapists.
- General practitioners or Paediatricians.
- School nurses.
- Child and adolescent mental health services (CAMHS).
- Children and Young People's Mental Health Services (CYPMH) formerly known as ELCAS
- Education welfare officers.
- Attendance officers.
- Social services.

Both Main School and Sixth Form have Student Support Managers who work with students / families around mental health, wellbeing issues and pastoral issues.

The Head of Year / Senior Tutor will meet with the student on a regular basis to review and evaluate the strategies that are in place. If a student is not making adequate progress, despite the differentiated additional support which the subject teachers have given then the Head of Year / Senior Tutor will discuss the student issues with the SENDCo.

If there is still concern about the student, the Head of Year / Senior Tutor will discuss the student issues with the SENDCo.

The following background information would be useful during discussions with the SENDCo.

- Reports on schoolwork: levels of attainment, completion of homework, use of the planner, evidence from written work, evidence from subject teachers, form tutors, Head of Year/Senior Tutor and the Student Support Manager, if appropriate.
- Observations about behaviour.
- Observations about attendance.
- Known health, family or other social circumstances.
- Contact with parents or carers and, where appropriate, discussions with the individual student

Subject teachers are supported by their heads of learning, pastoral staff, the SENDCo and senior management to enable them to explore a range of approaches and interventions that could enable students to close any emerging progress gaps. We also provide an excellent CPD (Continued Professional Development) programme to all staff. The Assembly programme for students also includes a range of sessions focusing on SEND issues.

Where higher levels of need are detected we follow the graduated approach to SEND:

- ASSESS – an analysis of a student's needs, which will include dialogue with parents and carers.
- PLAN – decide, in conjunction with the student, parents and carers, strategies to put in place to support a student.
- DO – The key person, class or subject teacher remains responsible for working with the child or young person on a daily basis (even where interventions involve group or one-to-one teaching).
- REVIEW – The effectiveness of the support and interventions, and their impact on the child or young person's progress, should be reviewed regularly and in line with any agreed dates.

Our Support Plan Register is broken down into the following categories:

Monitor

These students do not have a special educational need and/or disability. These students have an additional need that requires a level of understanding from staff so that their needs are met through effective quality first differentiated teaching strategies. This is a universal offer, available to all students. Should a student in this category fail to make adequate progress, the decision might be made to escalate their level of support up to SEND support.

A student may have a diagnosis of a Special Educational Need such as Autistic Spectrum Disorder or Dyslexia but is, in the main, managing the difficulty with his/her own strategies along with quality first teaching in the classroom. Teachers will be made fully aware of the difficulties and will refer to the Student Support Plan (SSP) on the School Information Management System (SIMS) for advice about how to best meet the needs of the student. The student's progress will be monitored through the existing reporting/monitoring systems in place in school.

A student may also have a minor difficulty which may affect progress. If this is the case, there will be a note on SIMS and progress will be monitored as stated above. If it appears that the student is not coping, then a review can be called by a member of staff, student or parent/carer. Following this review the student may move to a different category.

SEND Support

These are students who are classified as having special educational needs and/or disability. These students receive provision which goes above and beyond the mainstream provision and is classified a 'targeted approach'. Students on SEND Support do not have a specific funding stream designated specifically to support their needs, but a proportion of the school's SEND budget is allocated to support these students to make progress.

Tier 1

A student at this tier has a recognised learning difficulty and continues to have difficulties when classroom interventions have been put into place. The student is attending some form of additional intervention to help address the difficulties. The student has a Support Plan in place which is reviewed termly; via Parents Evening, One-to-One meeting with Head of Year / Senior Tutor and the SENDCo Support Plan Review held in the final academic term. School performance and tracking data would also further inform progress.

If, following these reviews, it appears that the student is not making sufficient progress, then a review can be called by a member of staff, student or parent/carer. Following this review, the student may move to a different category.

Tier 2

As above, but having employed appropriate school interventions the student is still at risk of underachievement, advice would then be sought from outside agencies such as the Educational Psychologist. The student has a Student Support Plan in place that is reviewed termly; via Parents Evening, One-to-One meeting with Head of Year / Senior Tutor and the SENDCo Support Plan Review held in the final academic term. School performance and tracking data would also further inform progress.

If it becomes appropriate to apply to the local authority for an EHC Plan (because insufficient progress was being made through Student Support) we would follow the procedures laid down in the Code of Practice, having gathered evidence from both within school and from external specialists, making use of information gathering tools (such as the EHA Early Help Assessment) where appropriate.

EHCP Students

Students with EHC plans are monitored/assessed in the same way as Tier 1 and Tier 2, with the added

statutory involvement of the local authority in conducting Annual Reviews of EHC plans. Students with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an 'individualised' model of support. These students receive a designated funding allocation

to support them in school and to provide additional educational provision which goes above and beyond mainstream provision

Managing a student's needs on the Student Support Register

The register of students with special educational needs is held and maintained by the SENDCo. There is a summary spreadsheet listing all SEND students, this is available on the school network. All teaching staff are issued with a Staff Handbook which contains various strategies to put in place in the classroom to ensure that high quality differentiated teaching takes place. Paper copies of Student Support Plans (SSPs) are held and maintained by the SENDCo, students are highlighted on SIMS and an electronic copy of the SSP is available there for all staff. A record of action taken and contacts made with parents/carers and outside agencies is kept by the SENDCo and in the student's SEND folder. CPOMS may also be used to record relevant information.

The responsibility of the Special Needs Co-ordinator

The SEND Co-ordinator will:

- Oversee the school's policy for SEND.
- Ensure the effective day-to-day operation of the SEND policy.
- Have an oversight of provision for students with SEND and maintain the school's SEND register, making sure that it is kept up-to-date.
- Ensure that staff are aware of their responsibilities with regard to the Code of Practice.
- Ensure that all staff have access to the SEND register via the staff area on the network.
- Ensure that the Staff Handbook contains a student support section which gives advice as to the best strategies to deploy in the classroom.
- Ensure that a review of progress for each student with SEND is undertaken at least termly.
- Ensure that SSPs are updated on the School Information Management System (SIMS) following the above reviews.
- Line manage and deploy Teaching Assistants effectively to meet the needs of students with SEND.
- Liaise with and consult parents of students with SEND as necessary.
- Liaise with and consult with external agencies as necessary.
- Liaise with primary and post-16 providers to ensure that SEND students have an appropriately planned transition to and from school.
- Promote staff development and training in relation to SEND.
- Provide an induction in SEND for new staff.
- Provide professional guidance to colleagues and work with staff, parents and carers and external agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and exam access arrangements.
- Provide the Examinations Officer with information on students who, following external assessment, require any special arrangement in examinations and ensure that such arrangements are supported by the appropriate evidence, such as a specialist assessment report or a consultant's letter.

The responsibility of the Head of Year / Senior Tutor

Heads of Year and Senior Tutors will be involved in the implementation of the SEND Policy.

They will:

- Use data (eg Middle Years Information System - MIDYIS) to highlight any discrepancies between the different tested areas.
- Review and monitor the progress of students with SEND at least twice per year.
- Use feedback given by subject teachers and data received from the autumn and spring interim reports as well as the end-of-year reports to assess progress. This data will be put on the network by the Data Manager following any interim reports.
- Arrange to meet with the student to discuss progress and feed back to the SENDCo as appropriate.

- Discuss progress with parents/carers and where necessary invite them into school.
- Liaise closely with the SENDCo and where necessary contact the relevant outside agency.

The responsibility of the Subject Teacher

The Code of Practice clearly acknowledges the importance of all staff being involved in the implementation of the SEND Policy. Responsibilities include:

- Being aware of the school's procedures for the identification and assessment of SEND students and subsequent provision for them.
- Using the student's SSP to assist in the differentiation of the curriculum for students with SEND and to monitor their progress
- Liaising with the Head of Year / Senior Tutor and / or SENDCo to decide the action required to assist the student.
- Suggesting suitable SSP targets for the student.
- Reporting any concerns regarding students who they feel may be showing signs of SEND to the SENDCo (see Identification of SEND section earlier in this policy).

The SEND Governor is Hilary Wilson.

The SEND Governor will:

- Ensure that awareness of SEND issues is raised regularly at Governors' meetings.
- Monitor the quality and effectiveness of SEND and disability provision within school and update Governors accordingly.
- Work with the Headteacher as SLT link for SEN and the SENDCo to determine the strategic development of the SEND policy and provision in school.

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Criteria for Exiting the SEND Register

Following the above monitoring systems and with substantiated evidence a student can be moved to a different tier. In practice, a student will only be completely removed from the support register if it is deemed that they are coping with their need and continuing to make sufficient progress.

Supporting Students and their Families

The school recognises that "where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school". (Code of Practice 2014, 6.65)

Therefore, the school will encourage parents/carers to work closely with school. Parents/carers are frequently contacted to discuss matters and are invited to meet with staff as we fully recognise that the role parents/carers play is vital and will therefore endeavour to value their contribution. Students and families have access to the Student Support Managers and the SENDCo.

At the induction evenings/mornings for new students, there will always be someone in attendance who has knowledge of SEND requirements and who is therefore able to give advice to parents/carers.

Parents/carers receive a copy of their young person's SSP and are informed of their progress following the SSP Review. Prior to their young person's EHC Plan review parents/carers are asked to complete the relevant forms. Assistance with this is available from the SENDCo if required.

Parents have access to the Lancashire Local Offer via the Lancashire website. The CRGS Local offer can be found on our school website, along with our Annual SEND Information Report.

Parents / carers views of SEND support are gathered annually. The outcomes are evaluated and acted upon as necessary.

Admissions during Key Stage 3 and 4 and to the Sixth Form

Students with Special Educational Needs will be admitted to Clitheroe Royal Grammar School in line with the school's admissions policy.

The school will use their transition procedures to work closely with parents to ascertain whether a child has been identified as having special educational needs at Tier 1/Tier 2 or has an EHC Plan. Once alerted to the fact that a student may have difficulty in learning, the SENDCo, with the help of relevant administration staff, will endeavour to collect all relevant information and plan the relevant additional support.

Special Arrangements – Entrance Examination

If a student sitting the entrance examination has an additional need, the school will ask that the details of these are put in writing to the Headteacher and attached to the application. The designated member of staff, with the help of the SENDCo and relevant administrative staff, will endeavour to collect as much information as possible from parents and/or relevant primary schools. The information will then be discussed with the Headteacher to decide whether access arrangements should be granted and these can take a number of different forms.

Special Arrangements – Examinations

When a student presents with additional needs which the school/parents feel would be assisted by access arrangements (e.g. for examinations), this will be considered by the SENDCo. These arrangements may take a number of different forms. This must, however, be the normal way of working.

The SENDCo will arrange for assessment by an appropriately qualified professional to provide evidence for the examination board ("a picture of need") or parents/carers will need to provide evidence from their medical practitioner/other qualified professional who has assessed their young person. This evidence will be held in the SEND folder and forwarded to the Examinations Office.

Supporting Students at School with Medical Conditions / Physical Disabilities

The school is continually developing its provision for any students who may have permanent or temporary physical disabilities which may impair their access to the curriculum. There are disabled toilet facilities and lifts on both sites and all new building work considers accessibility issues to meet the appropriate legislation. 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.

The SENDCo has access to both hearing and visual impairment specialist teachers provided by LCC.

Some may also have special educational needs (SEND) and may have an 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.

Further information regarding provision for students with medical needs can be found in the school's Medical Needs Policy, which is available on request.

Monitoring and Evaluating SEND Procedures

Provision for individual students on Tier 1/Tier 2 and Statements/EHC Plans will be reviewed at least termly via Parents/Carers Evening, one-to-one meeting with Head of Year/Senior Tutor and the SENDCo Support Plan Review. School performance and tracking data would also further inform progress.

Where appropriate, parents/carers may also be consulted at the review when one of the following decisions may be reached:

- To remove the student from the Support Plan Register.
- To maintain the current level of support.
- To increase the level of support as outlined earlier in this policy.

Monitoring of the whole-school provision takes place at a variety of levels:

- Annual review of SEND performance within departments as part of the Examination Review Meetings.
- Classroom observations, student/parent voice and data tracking carried out by the SENDCo.

There will be at least one annual meeting between the SENDCo and the Nominated Governor for special needs provision. The Governor will then report back to all Governors. The Governors have a statutory duty towards students with SEND and will follow the guidance as set out in section 6 of the Code of Practice, 2014.

- Targets for SEND will be included in the School Improvement Plan and will be reviewed annually by the SENDCo, Headteacher and Governors. At this review new targets may be set.

The SEND policy will be evaluated with regard to the following criteria:

- Student learning and achievement.
- The positive involvement of and feedback from, teachers, students and parents/carers.
- The SEND Code of Practice requirements.
- Any new Government developments.
- The requirements of any staff training.

SEND Training and Resources

The school prioritises the professional development of all staff and is committed to offering a diverse, well-resourced and high-quality training offer to all. The core CPD programme for all staff includes briefing and guidance sessions led by the SENDCo. In addition, there are optional sessions as part of the "drop-in" programme. Some of these are facilitated by the SENDCo, others by experienced and interested members of staff.

In addition, the SENDCo leads a session for all new staff as part of the induction programme and runs a workshop for trainee teachers who are based in the school.

The SENDCo attends all relevant LCC training and network meetings, ensuring that we are kept up-to-date with the most recent developments and opportunities for our students. Teaching Assistants and pastoral staff at both sites also access relevant training as needed. This may be to enable them to support a student with very specific needs or to broaden their skills in a particular area, such as classroom management or meeting the needs of students with ASD. All staff supporting students with very particular needs have specialist training in meeting these, such as personal hygiene/moving & handling courses. The school is also a member of NASEN and subscribes to a range of publications to ensure that we are kept updated with any developments.

Further training needs and requirements are identified through the appraisal process or by responding to national/local changes and opportunities.

In line with the SEND Code of Practice 2014 the governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Deputy Headteacher/SENDCo. The SENDCo will develop his/her skills through attendance at specialist training discussions with outside specialists and reading of relevant green and white papers. Teaching staff will be kept up to date informally by the SENDCo/Deputy Headteacher and formally at staff meetings and training.

Support staff who work with individual students and groups of students need to have a wide range of curriculum and SEND knowledge. This will be regularly updated during formal and informal meetings/discussions with the SENDCo and other teaching/support staff. The effectiveness of such provision is monitored and reviewed by the SENDCo.

Storing and Managing Information

All documents relating to SEND are stored securely, in line with all other confidential documentation in the school. We archive information relating to SEND students and this is held securely for at least 25 years from the date the student goes off roll. All staff agree to manage such information confidentially and are regularly reminded of their responsibilities through Safeguarding training.

When appropriate, confidential information about students would always be destroyed securely.

Reviewing the Policy

The SEND Policy will be reviewed annually at the Governors; Students and Staffing Committee meeting held in April.

Accessibility

The school recognises its duties and responsibilities under the Equality Act 2010 further details of how we meet these are available in the school's Equality Policy and on the school website.

Dealing with Complaints

Should a parent/carer have a concern about the special provision made for their son/daughter they should follow the school complaints procedure.

Bullying

The school considers that bullying is anti-social behaviour; it is unacceptable and will not be tolerated. The school believe that all students have the right to learn in a supportive, caring, happy, safe and secure environment without the fear of being bullied. The school aims to deal with any bullying complaints firmly, fairly and promptly.

For further information, our Anti-Bullying Policy is available on request and is also available on our school website.

Date of last review:	April 2026
Date of approval by Governors:	April 2026
Date of next review:	April 2027