



# **Special Educational Needs and Disabilities Policy**

## **Pate's Grammar School**

**Approved by:** Full Governing Body **Date:** January 2023

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**This policy has been updated in the light of the government reforms to special educational needs and disabilities (SEND) as set out in the Children and Families Act 2014. It was developed in consultation with all stakeholders and reflects the SEND Code of Practice 0 – 25 guidance.**

**This policy should be read in conjunction with the School SEND Offer (School Information Report) [here](#).**

**Other policies available [here](#).**

Pate’s is an academically selective school. Entry arrangements are set out by the Governors in the School’s Admissions policy which can be accessed [here](#). Provided the agreed criteria are met, and the Governors are satisfied that the school can provide a high standard of education and the student’s specific additional needs can be met, no student will be denied a place at Pate’s on the grounds of having an identified special educational need and/or disability (SEND).

The school governors recognise and accept their obligation to provide a broad, balanced, challenging and inclusive curriculum for all our students. This policy is in keeping with the school’s ethos and aims, its curriculum policy and its policy on equality and diversity.

In ensuring a programme of SEND provision the Governors comply with the relevant legal requirements. These include the SEN and disability Code of Practice 2015 for 0 – 25 years on the identification and assessment of SEND and the Equalities Act 2010.

## **I Aims**

The school creates an environment which actively helps and encourages all students to

- challenge themselves to achieve their personal best in whatever they are doing, and to develop confidence in themselves as people
- enjoy their learning, to work effectively and to take increased responsibility for their own development
- acquire the attitudes, skills, knowledge and qualifications necessary for success in their chosen paths in life and to take full part in the life of their communities
- behave appropriately and with sensitivity towards people and the environment and to learn to work with and for others
- make the most of the opportunities available to them, both within and outside the classroom, and ensure that equality of opportunity is available to all members of the school community.

These statements are drawn from the school's overall aims for all students and are equally relevant to those who are identified as having special educational needs and disabilities.

## **2 Special Educational Needs at Pate's**

It is our vision to develop a culture of diversity and inclusion within the school where all students feel fully accepted as individuals and are able to participate fully in the life of the school.

The principles of inclusion of SEND students will be applied to all students needing additional help and support even if only for a short length of time.

- All teachers are teachers of SEND students and will follow the advice on the Student Support Profiles to make adjustments to their teaching to take into account the needs of these students. The Head of Department is responsible for ensuring that the needs of students with SEND are met in their subject.
- Provision for a student with SEND should match the nature of their needs

- There should be regular monitoring and review of SEND students through a model of Assess, Plan, Do, Review.
- Differentiated learning opportunities should be given to all students where appropriate.

We offer a learning environment that:

- nurtures excellence in all our students to enable them to grow into confident and independent young people.
- seeks to raise the achievements of all by working to the student's strengths and maintaining high aspirations for all.
- has an emphasis on providing a variety of teaching styles for the students, whilst developing their skills so that they can learn independently.
- allows students to feel comfortable in disclosing their individual needs, in the knowledge that they will be supported both within the classroom and have access to the extra-curricular opportunities the school has to offer.

This approach aims to remove individual barriers to learning and allows the education that we offer to be accessible to all.

### **3 Objectives**

- to work within the guidance provided in the Code of Practice 2014
- to allow SEND students to access all parts of the curriculum and extra-curricular opportunities, unless a risk assessment shows that it is not appropriate for the student to take part.
- to provide a SEND Coordinator (SENDCO), who in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school.
- to identify and provide for students who have identified SEND by developing systems within the school to provide individual support and where necessary seek the advice and help of outside professionals.
- to provide all staff with the information that they need to be able to support SEND students.
- to ensure that the needs of children with SEND are assessed and reviewed regularly and the provision adjusted accordingly.
- to work in partnership with parents to enable them to make an active contribution to the education of their child.
- to take the views and wishes of the student into account at every stage.

## 4 Roles and Responsibilities

### The Special Educational Needs Coordinator (SENDCo)

The SENDCo is responsible for

- overseeing the day-to-day operation of the school's SEND policy
- ensuring that the views of the student and parents are central to any decision-making process
- liaising closely with pastoral staff, tutors and subject teachers, all of whom play a significant part in identifying and supporting SEND students
- coordinating provision for SEND students, including arrangements for exam access
- overseeing the records of SEND students.
- liaising with parents/carers of students with special educational needs
- identifying and contributing to the in-service training of staff
- liaising with external agencies

**Our Deputy Head with responsibility for Pastoral Care throughout the school** is Mr Andrew Jones. He is also our designated safeguarding lead (DSL).

**Our Special Educational Needs and Disability Coordinator** is Ms Jane Elcome.

**Our Governor with responsibility for SEND** is Mrs Molly Macleod

**Teaching and support staff** are responsible for making sure they keep up to date with information provided by the SENDCo on the SEND students within the school

**Teaching staff** will inform the SENDCo if they believe any student is having difficulty accessing the curriculum or extra-curricular opportunities so the SENDCo can investigate further

**Teaching staff** have a responsibility to make themselves aware of student targets and for building planning and intervention into their teaching to enable all students to achieve their targets. The school's SEND register, student profiles, school progress reports and data are accessible via the school's network.

## 5 Defining Special Educational Needs

A child or young person is deemed to have a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A Learning Difficulty is described as

- when a student experiences **significantly** greater problems learning than their peers

A Disability is described as

- when a student has a permanent or temporary illness, disability or mental impairment which hinders them in making normal use of educational facilities of a general kind provided for their peers

Classification of SEND are divided into four broad areas:

- Communication and Interactions difficulties
- Cognition and Learning needs.
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

## 6 Identification of SEND

Needs are most commonly identified by classroom teachers and Pastoral staff who can assess both difficulties with learning and social interactions through their on-going daily contact. Information with regard to attendance, health and welfare are also recognised as issues that may impact on progress and attainment and are considered as part of building a picture of need.

Identification of learning difficulties is also part of our regular monitoring and assessment (Assess, Plan, Do, Review) cycle that occurs throughout the year.

Parents are also encouraged to contact the SENDCo if they have concerns so these can be addressed and further investigation made if required.

If further assessment is agreed the SENDCo will organise testing for common difficulties such as reading and comprehension, writing speeds, processing speeds and working memory. Should a full diagnostic cognitive assessment or specialist Dyslexia assessment be needed, parents would be advised to seek the advice of an Educational Psychologist.

A student will be placed on the SEND register if they have an identified long-term special educational need or learning difficulty which impacts their ability to access the curriculum and make expected progress in line with their peers, without additional support above and beyond Quality First Teaching. Such decisions will only be taken after full consultation with parents and students.

If the provision required cannot be provided through high quality teaching and support alone, then it may be appropriate to investigate an assessment of education, health and care need with a view to an Education, Health and Care Plan (EHCP) being implemented. This is a statutory assessment process, completed by the Local Authority (LA). Information on the Gloucestershire Local Authority SEND Local Offer can be found [here](#).

## 7 Managing students' needs on the SEND register

For students who join the school with previously identified SEND, transition meetings with Primary and Sixth Form feeder schools will take place prior to the student starting at the school.

To ensure that all SEND students are provided with the opportunity to achieve academic and social independence and success, we use a graduated approach that focuses on the impact of the support provided. This is achieved through a cyclical process of **assessing** the needs of the students, drawing up a co-ordinated **plan** of the support required, **implementing** the plan and **reviewing** the outcomes to inform future decisions. The assessment and review programme will be led by the SENDCo, in conjunction with the relevant subject teachers and Head of Department.

By following the graduated approach of assess, plan, implement and review, tailor-made for each SEND student, we are able to look at difficulties and problem solve to deal with any issues that arise. For most students, extra help will be provided within the classroom, managed by the subject teacher in the context of the inclusive curriculum. Part of the review process will be to identify if, following intervention, students are achieving their success criteria and therefore can be assessed to identify any further support or intervention.

The SENDCo creates a Student Support Profile for all students receiving SEND support, with input from the student and parents, to support staff by providing information to help them create an appropriate learning environment. This document gives information about the special education need, difficulties encountered and strategies to help. The student and their parents are at the heart of this information dissemination and give us invaluable insight as to how to provide the best possible environment for each child to flourish. The Student Support Profile is reviewed twice a year.

All students are regularly monitored in a variety of different ways according to their needs. Academic progress is monitored and reported to parents three times a year (twice in the 6th form) in grade cards/reports and there is also the opportunity for parents to attend a formal Parents' Evening where the progress of students can be discussed with subject teachers.

Academic progress data is analysed by the Heads of Year, in conjunction with the SENDCo to assess whether students are making expected progress. This information is fed into the graduated approach cycle which allows us to evaluate the support given and inform further interventions.

The SENDCo keeps in regular touch with students, parents and external agencies and will confirm to all parties any adjustments made to the support in place, as and when required.

All trips and extra-curricular activities are risk assessed and in the few instances where the risk assessment indicates an unacceptable level of risk, it may be inappropriate for a student to take part in a specific activity. Where this is the case, any decision will be made in discussion with the student and their parents. The governors have delegated to the Head Teacher the responsibility of approving risk assessments, and in the final analysis the decision about participation will rest with the Head Teacher.

If appropriate, evidence providing a history of need will need to be provided to the exam boards in order to make the application for special exam access arrangements. This will be coordinated by the SENDCo and passed on to the exams office for processing.

## **8 Links with other Agencies, Organisations and Support Services**

The school accesses external support services as required and they play an important role in helping the school identify, assess, make provision for and review the progress of SEND students. This is in line with the Code of Practice 2014 which emphasizes the importance of a multi-agency working and the contribution from education, health and care professionals. Some examples of external agencies who might be involved are:

- School Nurse Service
- School Counsellor
- Advisory Teaching Service
- Children and Adolescent Mental Health Service
- Educational Psychologists



## **9 Training and Resources**

It is school policy to provide appropriate training for staff as required. This might take the form of in-school training sessions for individuals or groups, delivered by the SENDCo, other school staff or external agencies. Special needs issues are regularly covered at whole school staff meetings and pastoral meetings and any training needs identified and arranged.

The SENDCo, supported by the Bursar, is responsible for the allocation of resources to support SEND students within the school that are met from within the school budget as well as any funding that comes to the school via a Personal Budget connected to an Education, Health and Care plan.

## **10 Facilities**

The school does not have a specialist teaching support unit. SEND needs are met by all teaching staff and appropriate support staff.

The school has accessible toilet facilities and a lift to access the upper floor in the main school building, Tatum Block and in the Sixth Form building.

## **11 Dealing with Complaints**

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure [that can be accessed here](#). If necessary continued failure to resolve concerns will lead to a referral to an independent mediator to access support and advice.

## **12 What role do the Governors play in the SEND offer for the school?**

The SEND policy is reviewed annually by the Governing board and the SENDCo meets three times per year with the named SEND governor. The named SEND governor reports back to the full governing board.

## **12 Policy reviews**

The SEND policy is reviewed on an annual basis.

**Review due January 2024**