



Pate's Grammar School Policy

Special Educational Needs and Disability Policy and Information Report

The SEND Policy and School SEND information Report should be read in conjunction with each other;
both are contained within this document.

Date of Policy: May 2023

Date of SEND Information Report: May 2023

Persons Responsible: Headteacher and SENDCO.

The implementation of this policy is the responsibility of all staff, under the guidance of the Headteacher and SENDCO. It is monitored and reviewed in line with Government legislation and Local Authority recommendations and is reviewed annually by the Governing Board.

Next Review by: May 2024

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Special Educational Needs and Disability Policy

Aims:

The SEND Policy and School SEND information Report should be read in conjunction with each other. The SEND policy sets out our duties and intentions in supporting students with SEND at Pate's. The School information Report sets out to provide more detailed information for parents on how we implement the Policy and how we support students with additional needs on a day-to-day basis.

1: Introduction:

This policy has been drawn up in accordance with the Department of Education's Special Educational Needs and Disability Code of Practice 2015, Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. These set out the school responsibilities for students with Special Educational Needs and/or Disabilities (SEND), Education, Health and Care Plans (EHCPs), the roles and responsibilities of the Special Educational Needs and Disabilities Co-ordinator (SENCCO) and the School SEND Information Report.

Pate's Grammar School is an academically selective school. Entry arrangements are set agreed by the Governors and set out 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 any specific additional needs can be met, no student will be denied a place at the school 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.

2: SEND Statement of Intent

At Pate's we are committed to nurturing excellence, providing equality of opportunity and access to learning for every pupil to fulfil their potential no matter what their needs. We aim to provide a secure and accessible environment in which all our pupils can flourish and be valued. Our pupils with SEND access our full curriculum, which is ambitious, broad, and rigorous; it is also flexible and student-centred to allow for individuals who need an adjusted timetable with additional support.

We have high aspirations for all our students and a strong focus on improving outcomes for every pupil, within a culture of inclusion, acceptance, and support. Our teaching staff are committed to inclusion and delivering Quality First Teaching (high quality teaching) to every pupil.

The school ensures that equality of opportunity is available to all members by creating an environment which actively helps and encourages all students including those with SEND 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

3. Definition of Special Educational Needs and/or disability

A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made.

A student has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age.
or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age.

Special educational provision means educational or training provision, which is in addition to, or different from, that generally provided for students of the same age in a mainstream school.

4. Roles and Responsibilities:

The Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO is Ms Jane Elcome. She can be contacted on jelcome@patesgs.org

The SENDCO will:

- Work with the Senior Leadership Team and the SEN Governor to determine strategic development of the SEND Policy and SEND provision within the school.
- Oversee the day-to-day implementation of the SEND Policy and the coordination of provision for individual students with SEND, including those with EHCPs.
- Provide professional guidance and liaise with colleagues, parents/carers, students, and external agencies to ensure that students with SEND receive appropriate support and quality first teaching.
- Advise on the consistent graduated approach to providing SEND support.

- Write and update Student Support Profiles (SSP), My Plans and My Plan+
- Oversee the records of students with SEND and hold annual reviews for students with EHCPs.
- Contribute to the whole school's professional development.
- Oversee and liaise with Teaching Assistants
- Be the point of contact for external services for students with SEND such as Local Authority support services, Health, and Social Services.
- Liaise with previous and next providers of education and parents/carers of students with SEND to ensure smooth transition between settings.

SEND Governor

The SEND Governor is Ms Molly Macleod – mmacleod@patesgs.org

The SEND Governor will:

- Help raise awareness of SEND issues with the Governing Body
- Liaise with the SENDCO to monitor the effectiveness of SEND provision within the school and update the Governing Body.
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The Governing Body will:

- Ensure that provision for students with SEND is of a high standard.
- Ensure that a designated Governor is identified, who will take responsibility for assuring the quality of SEND provision as part of the School Development Plan
- Be familiar with and adhere to the SEND Code of Practice and the Equality Act 2010
- Ensure that students with SEND are fully involved in school activities.
- Monitor and review the SEND Policy regularly.
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Head Teacher:

The Head Teacher's responsibilities include:

- Working with the SENDCO and SEND Governor to determine the strategic development of the SEND Policy and provision in school.
- Overall responsibility for SEND provision and the progress of students with SEND.

Teaching Staff:

All teachers are teachers of SEND students. Teaching staff will

- Follow the advice on the Student Support Profiles (SSP) to make reasonable adjustments to their teaching to take into account the needs of these students. The Head of Department in each subject is responsible for ensuring that the needs of students with SEND are met within their subject area.
- Ensure provision for a student with SEND matches the nature of their needs.
- Regularly monitor and review SEND students through a model of Assess, Plan, Do, Review.
- Provide differentiated learning opportunities to all students where appropriate.

Teachers are responsible for:

- The progress and development of every student in their class and will demonstrate high expectations of students with SEND and ensure their rate of progress is in line with their peers.
- Being aware of the school's procedures for identification and assessment of and subsequent provision of students with SEND
- Liaison and collaboration with the SENDCO and Teaching Assistants to ensure appropriate and high-quality teaching and support.
- Following the guidance on Student Support Profiles or EHCPs as appropriate
- Working with students with SEND to implement provision from their Support Plans/Profiles
- Communication and liaison with parents/carers of students with SEND
- Work with the SENDCO to assess the impact of support interventions and how they can be linked to classroom teaching.
- Ensuring they follow the SEND Policy

5) Identification and Provision:

The SENDCO and teaching staff will identify, for each SEND student, the particular area of special need, using the Local Authority's guidance and the SEND Code of Practice

Information for Practitioners

The SEND Code of Practice recognises that students' needs fall into four broad areas:

- **Communication and Interaction**, e.g., Autism Spectrum Conditions and speech and language difficulties
- **Cognition and Learning**, e.g., Specific learning difficulties (SpLD), Dyslexia, processing speed difficulties
- **Social, Emotional and Mental Health**, e.g., ADHD, Mental Health Difficulties
- **Sensory and/or Physical Needs**, e.g., physical disabilities, medical conditions, visual impairments, hearing impairments,
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In many cases, students have needs which fall across a number of areas and these needs may change over time. Support will be developed and adapted to meet a student's individual needs.

Identification:

Some students join Pate's with SEND needs already identified. In these cases, information is gathered from previous settings, professionals, students, and parents/carers through information sharing procedures, transition meetings and extra transition visits when appropriate.

Identification of students with SEND is a priority. We aim to identify needs as early as possible through:

- Regular monitoring and assessment cycles which occur throughout the year to identify students whose progress is significantly lower than that of their peers or is not matching their previous rate of progress.
- Evidence from teacher observation and in class assessment
- Reports or observations from other professionals

- Records from previous schools
- Information and concerns from parents/carers or the student
- Appropriate screening tools or assessments carried out by the SENDCO.

Identification of SEND may include areas other than attainment, for example social and emotional needs. Slow progress and low attainment will not necessarily mean a student is identified and recorded as having SEND. When deciding whether a student requires special educational provision, we will assess whether the student requires support above and beyond high quality first teaching to meet desired outcomes. Parents/carers and students' views will be included in this decision-making process.

Provision:

Once a student is identified as having SEND, Pate's will put appropriate support in place and make reasonable adjustments to remove barriers to learning and access to the curriculum.

The main methods of provision at Pate's are:

- Full access to the school curriculum and Quality First Teaching (high quality teaching) and appropriately differentiated learning to meet students' needs in the classroom following advice provided through Student Support Profiles (SSP).
- Some students may need in class support from teachers and/or teaching assistants.
- A small number of students may require specific targeted intervention outside of the classroom with teachers, academic tutor, SENDCO or teaching assistant.
- A small number of students with SEND may still struggle despite receiving high quality teaching and for these students the SENDCO may consider requesting professional advice from various external agencies. Students with external agencies may have a My Plan Plus to provide holistic support.
- For the few students with very complex SEND needs, who continue to have difficulties accessing learning and require an exceptionally high level of support, there may be a need to seek a Statutory Assessment through the Local Authority and the outcome may result in the provision of an Education, Health and Care Plan (EHCP). The possibility of seeking an assessment would be discussed with parents/carers, Educational Psychologist and/or Advisory Teacher

Teachers, Heads of Year and the SENDCO will be responsible for tracking the progress of students with SEND. The SENDCO will maintain a SEND Register and where appropriate Student Support Profiles and My Plan/My Plan Plus documents for individual students, and will follow a cycle of **Assess, Plan, Do, Review**.

Assess – Identifying the need and desired outcomes.

Plan – Adjustments, interventions and support will be agreed, and advice given on support and teaching strategies via a Student Support Profile and/or My Plan, depending on the level of need.

Do – The class teachers will remain responsible for working with the student on a daily basis and will implement the advised strategies through high quality teaching. Any agreed interventions will be carried out and monitored.

Review- Effectiveness and impact of interventions and support will be reviewed and evaluated, Support may be revised in light of the student’s progress and development, and new outcomes and support will be decided in consultation with the parents/carers and the student.

Parents/carers and students will be involved in this process of reviewing and monitoring provision and progress. External professionals may also be involved where appropriate.

6) Staff Training and Development:

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. Teaching Assistants’ requirements in supporting students’ needs are considered frequently. Special needs issues are regularly covered at whole school staff meetings and pastoral meetings and any training needs identified and planned accordingly. The Governing Body will similarly review training needs. Teaching Assistants’ requirements in supporting students’ needs are considered frequently.

7) Resources:

The Bursar and the SENDCO are responsible for the allocation of resources to support SEND students. The cost of resources are met from within the school budget, as well as any top-up funding that comes to the school via a Personal Budget connected to an Education, Health and Care plan. Resources are allocated according to individual need.

Links with other agencies and support services:

External agencies can make an important contribution to identify, assess and make provision for students with SEND. Where appropriate, professionals from the following support services may be involved with students with SEND.

- Educational Psychologists
- Medical Professionals
- Speech and Language Therapists
- Advisory Teaching Service
- Occupational Therapists
- Counsellors
- Physiotherapists
- Hearing or Visual Impairment services

8) 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.

9) Policy reviews

The SEND policy is reviewed on an annual basis.



Special Educational Needs and Disabilities Information Report

Introduction:

Pate's aims to foster a culture of mutual respect, empathy, and collaboration to best support learning of all our students. We educate our students in an inclusive environment where everyone treated with kindness and respect and where students are encouraged to consider different points of view, to look out for one another and to help each other in times of need.

1) SENDCO details: Ms Jane Elcome Email: jane.elcome@patesgs.org

Jane joined the school in January 2020 and has been a qualified SENDCO since 2015. She holds both the National Award for Special Educational Needs Coordination (NASENCO) and the Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements.

2) Admissions and transition

Pate's is a selective grammar school. The School has an inclusive Admissions Policy with regard to students with special educational needs and/or disabilities (SEND). Please refer to the Admissions Policy for further details. [Admissions Policy](#)

Students with SEND will sit the Grammar School Entrance test with their cohort. There is a central online registration process for all students wishing to sit the Grammar School Entrance Test. Parents/carers are requested to provide SEND evidence at the time of registering their child to sit the Entrance Test. Exam Access Arrangements/reasonable adjustments may be put in place where there is significant evidence of the need. All requests for extra time or special exam access go to an external panel which will decide, based on evidence of need, what arrangements need to be put in place. Any agreed exam access arrangements will be confirmed to parents/carers prior to the test.

Transition

Our transition process gathers information on every student from their previous setting.

Information on students with identified SEND will be passed on through the transition information gathering process.

The SENDCO and pastoral Heads of Year liaise with feeder schools, parents, and professionals, as appropriate, to gather information about a student's needs to ensure suitable provision is put in place to meet any additional needs. This may include, where appropriate, extra transition support such as visits to the school. If a student has an Education, Health and Care Plan (EHCP) a formal consultation will be made to the school by the Local Authority to ensure that Pate's is an appropriate setting, with appropriate resources and facilities, and can meet the level particular needs of a student.

For students with significant special educational needs, The SENDCO will draw up a Student Support Profile to ensure that teachers are aware of the student's needs and how to meet them through

Quality First Teaching. For students with a My Plans or My Plan Plus, these will be carried forward from the previous setting and monitored and reviewed in line with the SEND Code of Practice and Local Authority procedures and requirements.

If an existing student with SEND moves on to a different setting or moves between phases, The SENDCO will agree with parents/carers which information will be shared with the new setting. The SENDCO may set up or attend future settings to ensure a smooth transition process.

3) Provision for Students with SEND

At Pate's a student's particular area(s) of special need(s) will be identified using the Local Authority's guidance and the SEND Code of Practice. The SENDCO will liaise with the student, parents/carers, teachers, Head of Year, and external professionals to establish a full picture of need. The Code of Practice recognises that students' needs fall into four broad areas:

- **Communication and Interaction**, e.g. Autism Spectrum Conditions and speech and language difficulties
- **Cognition and Learning**, e.g. Specific learning difficulties (SpLD), Dyslexia, processing speed difficulties
- **Social, Emotional and Mental Health**, e.g. ADHD, Mental Health Difficulties
- **Sensory and/or Physical Needs**, e.g. physical disabilities, medical conditions, visual impairments, hearing impairments.

A student's main need may fall under a particular area, but Pate's recognises that a student may have needs and difficulties which fall under more than one category. Therefore, support for students with additional needs is bespoke and flexible to meet the individual needs of each student. We also recognise that a student's needs may change over time. Therefore, any support or intervention put in place is regularly monitored, reviewed, and updated accordingly.

4) The Process of Identifying Students with SEND and assessing their needs and reviewing outcomes.

All student's skills and attainment are regularly assessed through our academic assessment cycle. Where a student is not making expected progress and this is causing a concern, the teacher will alert the pastoral Head of Year and/or the SENDCO.

During each academic year there are key assessment points where the SENDCO and pastoral staff will use assessment data to identify emerging patterns which may indicate an SEN concern. Parents can also raise concerns directly with the SENDCO. Slow progress or low attainment does not necessarily indicate a special educational need and will not mean a student is automatically recorded as having SEN. It may however trigger further investigation. This analysis of academic data is only part of the picture, and progress in other areas will also be monitored, such as social and emotional needs.

A concern formally becomes a special educational need when an identified difficulty impacts on a student's ability to access learning and activities in line with their peers without additional specific support. Once this level of need has been identified appropriate support will be put in place to ensure a student has access to learning and all areas of school life. This support will be developed in consultation with the student, parents/carers, teachers, and other professionals where appropriate. The SENDCO will also refer to the Local Authority's guidance [Information for Practitioners](#)

Pate's follows the Assess, Plan, Do, Review model recommended by the Local Authority SEND guidance to establish, monitor and review support and intervention. To determine whether special educational provision is required, the SENDCO will undertake an 'assessment of need'. This involves gathering information from a variety of sources such as academic data, parental concerns, student views, teacher observations and in some cases information from external professionals. The SENDCO may also carry out some screening assessments where appropriate. The SENDCO will review all the information and then decide what support, if any, may be required beyond the school's core provision for all students.

Following a review of the assessment of need, there may be a need to consider if the student should be placed on the school's SEND register. This will be discussed with parents/carers and parents/carers will be informed if the decision it made to place their child on the SEND register. The SENDCO will inform parents/carers of any reasonable adjustments being put in place to meet their child's needs.

5) Graduated Pathway - Assess, Plan, Do, Review

The needs of **most** students with SEND will be met through high-quality teaching appropriately differentiated to meet their individual needs.

If a student is added to the SEND register a **Student Support Profile** document will be put in place. This will set out the needs of the student and any provision and additional support which need to be made in terms of classroom and teaching adaptations and differentiation, specialist resources, facilities, and access arrangements. Reasonable adjustments may take many forms and will depend on the individual needs of the student. The Student Support Profile is a flexible working document which may be amended as and when needed to meet the changing needs of a student.

A small number of students may still struggle even with high quality teaching and additional support within the classroom. If a student requires specialist intervention and provision which cannot be met in the classroom through high quality teaching a **My Plan** may be put in place. A My Plan will set out desired outcomes and the provision needed to meet them and will be regularly reviewed at intervals throughout the school year.

If a student continues to struggle, despite individualised support, the SENDCO may consider requesting advice from a variety of external support agencies. For a student of significant concern, the agencies and the school may work together with parents/carers to put a more holistic support plan in place, called a **My Plan Plus**. This may involve a range of agencies and would be regularly reviewed by all parties, usually every 6-8 weeks.

In a **minority** of cases, students may have or develop complex SEND needs and may continue to have significant difficulties accessing learning despite individualised support and the involvement of external professionals and agencies. Such students may need exceptionally high levels of additional support to enable them to access a mainstream school day which the school is unable to be met through our notional SEN budget. At this point it may be appropriate to seek a Statutory Assessment of Need undertaken by the Local Authority to determine if an Educational, Health and Care Plan (EHCP) is required to provide the resources to meet the student's needs. The SENDCO will discuss the possibility of a statutory assessment with parents/carers, and the Educational Psychologist and/or Gloucestershire Advisory Teacher.

6) Supporting students with Education, Health and Care Plans

If a student's needs are such that an **EHCP** is in place the school and Local Authority have a statutory responsibility to ensure that the student's needs are met in accordance with the provision set out in the EHCP. Students with EHCPs will also have a Student Support Profile to enable teaching staff and teaching assistants, where appropriate, to support the student's particular needs both in and outside of the classroom. EHCPs are reviewed annually, and parents, the student and professionals will be consulted for their views and invited to attend.

In the **rare and exceptional** circumstance, it is considered that despite these high levels of support and reasonable adjustments, the student's needs are still unable to be met in the Pate's setting and that the student requires a different or more specialist setting, Pate's will discuss a way forward with parents/carers, external professionals, and the Local Authority. The discussions will be focussed on the best support for the student's holistic and academic wellbeing.

7) Supporting students with Social, Emotional and Mental Health (SEMH) needs.

'Supporting Each Other' is at the heart of our School Vision, and at the heart of what we do as a school. We are a school built on relationships and respect, rather than rules and we think this makes us a very special community to be a part of.

Students with SEMH needs will be supported initially by the school's Pastoral Team and led by individual Heads of Year. Pate's has developed a Graduated Pathway for identifying students with SEMH needs in order to establish the level of need. Where the SEMH need impacts significantly on a student's ability to access learning the Head of Year will collaborate with the SENDCO to ensure that these needs are met in the same way as other special educational needs and disabilities

All students at Pate's have access to the School Nursing Service through our designated school nurse who holds a weekly drop-in session at the school. The School Nursing Service also offer a text service students can access - [School Nursing Service webpage](#)

The school also employs a counselling service that is available for students who are identified as needing additional support.

For a small number of students with particular health or medical needs, additional support from our 'Hub' is also available. The Hub provides a supportive environment, staffed by specialists, and ensures that we are able to individually nurture and support all students in our care.

For further information please read our SEMH Statement of Intent [here](#)

8) Supporting Students with Medical Conditions

Some students have medical conditions which require additional support to access learning and activities in school to enable us to fully support these students, we follow advice from the medical professionals involved in the care of the student and adhere to the Code Of Practice and Local Authority Guidance. These students may be added to our SEND Register and/or may have a My Plan or Individual Health Care Plan where appropriate. Pate's has a policy for supporting students with medical conditions which you can view [here](#)

9) The Local Offer

The Local Authority sets out its guidance for parents/carers of children with special needs and the local services are available through their Local Offer. You can view the Gloucestershire Local Offer here: [Gloucestershire Local Offer](#)

10) Consulting and involving parents/carers

At Pate's we value strong communication between the school and parents/carers. The SENDCO, Form Tutor or Head of Year are your main points of contact if you have SEND concerns about your child.

All parents are encouraged to attend Parents' Evenings as this is the ideal forum for teachers to listen to parent/carer questions and concerns as well as to share information. This exchange of information ensures that everyone is aware of the student's areas of strength and difficulties in order to ensure clarity of student need and school provision, whether a student has an identified SEND or not.

If a parent/carer raises a concern this will be investigated by the appropriate member of staff, depending on the concern. If necessary, the SENDCO will carry out an assessment of need involving the parents/carers, student, teaching staff and external professionals (if appropriate). If a particular additional need is established this will be confirmed with parents by the SENDCO and any support plans will be agreed with parents/carers.

We will inform parents/carers if it is decided that their child will be added to the SEND register. Parents will be involved in the compilation of the Student Support Profile or My Plan/My Plan Plus if their child has one. These will be reviewed regularly and updated as required. Parents will be informed of any updates or amendments to My Plans. In most cases parents will attend any My Plan Plus reviews along with any professionals involved.

EHCs are required to be reviewed annually and parents and students will be invited to contribute their views and attend the meeting, along with any external agencies involved.

11) The student's voice.

At Pate's we believe that any support put in place should be 'student-centred' and we encourage students to be at the heart of establishing the support they need when possible. Offering their views of their own needs enables them to take ownership of their learning and support and to be proactive in reaching their desired outcomes.

12) Pate's approach to teaching students with SEND and adaptations to the curriculum.

All teachers are responsible for the progress and development of all students in their classes, including those with SEND. Quality First Teaching (high-quality teaching) is our first step in support students with SEND, to help them access learning and the full curriculum and make expected progress in line with their peers. Quality First Teaching will be differentiated for individual students to meet their specific needs. Interventions and adaptations may include:

- Differentiation of the curriculum to ensure accessibility for all students, e.g. teaching style, content of lessons, adapted/additional resources, handouts, pre-teaching of keywords,
- Adaptations to resources enlarged fonts, subtitles, coloured papers, visuals.
- Assistive aids and equipment, adaptations to the environment e.g. specialist equipment, laptops, assistive technology, wobble cushions, lift access.

- Exam Access Arrangements, e.g. additional time, rest breaks, laptop

13) Expertise and training of Staff

Our SENDCO has both the National Award for Special Educational Needs Coordination (NASENCO) and the Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements. She has a long background of working with students with a variety of abilities and special needs, especially Autism, in a range of mainstream and specialist settings.

Staff participate in a range of CPD and INSET training through each academic year. SEND training may be delivered by the SENDCO or external specialists.

The need for training may be identified through the specific needs of individual students or needs identified by the SENDCO and School Leadership team in relation to the School Development Plan.

The Governing Body are familiar with Chapter 6 of the SEND Code of Practice and there is a designated SEND Governor who meets with the SENDCO each term to monitor progress of SEND students and ensure appropriate support is in place.

14) Enabling students with SEND to engage in all areas of school life.

At Pate's we believe there should be no barriers to any student being a fully active participant in all areas of school life, from a full curriculum, to clubs, trips, residential trips, sports, House events, Duke of Edinburgh Awards, CCF and any other extra-curricular activity. Students with SEND are supported to enjoy all the same activities as any other student. No student will be excluded from taking part in activities because of their SEN or disability. Additional provision or adaptations will be made to ensure that students with SEND are able to engage with activities that are offered by the school. Parents and professionals may be contacted for advice and collaboration to support this process and every endeavour will be made to ensure that the needs of the student are met and supported.

15) Working with external agencies

Pate's works with a range of external agencies, including Gloucestershire services such as the Educational Psychology Service, Occupational Therapy Service and Advisory Teaching Service. In addition, we may work with other bodies such as health professionals, CAMHS and Early Help and other local support services in order to support our students' SEND needs and their families.

16) Facilities and Accessibility

Pate's does not have a specialist teaching support base. SEND needs are mostly met within the classroom through Quality First Teaching. The school has a Wellbeing Hub which students can access for social and emotional support.

The school has accessible toilet facilities and a lift to the upper floors in the main school building and the Sixth Form building. There are adjustable workstations in a Science Laboratory. Other adaptations can be made according to the specific needs of students. Our Accessibility Policy can be accessed [here](#).

17) Evaluating the effectiveness of SEND provision.

SEND development is monitored by the SENDCO and the Deputy Head, Mr Andrew Jones. The effectiveness of provision is monitored by reviewing the progress of individual students with SEND, reviewing the impact of interventions and through reviews of SSPs, My Plans, My Plan Plus or EHCPs. The Governing Body are familiar with Chapter 6 of the SEND Code of Practice and there is a designated SEND governor who meets with the SENDCO each term to monitor progress of SEND students and ensure appropriate support is in place.

18) Pate's approach to bullying

At Pate's, the safety, welfare, and well-being of all students including those with SEND is a key priority. We are committed to supporting one another through fostering respectful relationships in an inclusive environment, where diversity and mutual respect is celebrated across the school. Pate's is a place where every person has the right to be themselves and to be included in a safe and happy environment. Bullying of any kind is unacceptable and will not be tolerated at our school. You can view our Anti-bullying policy [here](#)

19) Concerns about SEND provision

Concerns about the SEND provision in our school can be made to our SENDCO directly in the first instance. The school will aim to resolve issues if they have been raised. If parents/carers remain unhappy with the school's response, they will then be referred to the school's complaints policy.

20) Links with other Pate's policies

You can access all these policies via our website [School Policies](#)

Accessibility Policy

Admissions Policy

Anti-bullying Policy

Complaints Policy

SEMH Policy

Safeguarding

Supporting Students with Medical Conditions

Exam Access Arrangements

Word Processor Policy