



# Special Educational Needs and Disabilities (SEND) Policy

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## Contents

RGS's values, vision and broader aims around SEN	3
Inclusion and equal opportunities	3
Definitions	4
Roles and responsibilities	7
SEN information report	10
Our approach to SEND support	10
Recognising the impact of SEND on behaviour	13
Expertise and training of staff	15
Links with external professional agencies	15
Admission and accessibility arrangements	16
Complaints about SEN provision	16
Links with other policies and documents	17

## **RGS's values, vision and broader aims around SEN**

The Royal Grammar School (RGS) seeks to follow the statutory guidance of the Special Educational Needs and Disability Code of Practice January 2015, The Children and Families Act 2014, The Equality Act 2010 and Bucks County Council's Special Educational Needs (SEND) Strategies. This Policy has also been written with reference to the DfE Guidance "Working Together to Safeguard Children" (2023) and "Keeping Children Safe in Education" (2024).

### **Aims**

We seek to provide opportunities for all students, regardless of age, disability, race, faith, or individual needs to develop all their talents to the full. The school's objectives in making provision for students with SEND recognizes that all students, irrespective of abilities, are entitled to access to a broad and challenging curriculum. All students are valued, and our curriculum takes account of the students' differing needs. These may include emotional, behavioural, sensory, physical disabilities or specific learning difficulties, which require special educational provision to be made for them. The majority of students will have mild to transitory difficulties, but some students will have longer term and more complex needs.

### **Vision and values**

At our school we will provide all students with access to a broad and challenging curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

### **Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

## Definitions

### Defining Special Educational Needs (SEND)

A student at RGS has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him. A learning difficulty or disability exists if:

- They experience significantly greater problems with learning than most of their peers and/or they have a disability, which either prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age in a mainstream school.

The SEND provision and practice is designed to ensure that such students are identified and have the necessary support to have full access to all areas of the curriculum. Our aim is to facilitate the highest possible standards of achievement in all areas of their development. The SEND provision must be person- centred and appropriate to the individual needs of the student.

Whilst we encourage every student to perform to the best of their ability, being a selective school means that a student may not perform at the same level as their peers. This would not in itself constitute an assessment of having SEND. English as an Additional Language does not in itself mean a student has SEND.

The SEND provision is guided by the following principles:

- Students with SEND are integrated into mainstream teaching with the necessary in-class support where appropriate.
- All areas of the school share responsibility for planning, monitoring and evaluating the progress of SEND students.
- The educational needs of students are carefully assessed, and the curriculum and teaching are matched to meet their needs with the necessary adaptations taking place.
- We aim to ensure that attitudes to students who experience difficulties are positive and constructive and that their achievements are valued and recognised.
- Professional and material resources are effectively deployed.
- We will have consultations with parents in which opportunities for working in partnership are sought.

The decision to place a student on the Special Needs List will relate to the student's ability to have access to a balanced curriculum and to participate in planned education experiences for children of the same age cohort.

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Disability**

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The school will seek to take all reasonable steps to accommodate specific requirements when they arise which are in line with our Accessibility Plan. We will consider:

- Any accessibility considerations in a student's original SEND assessment.
- Practical solutions to issues such as difficulty in accessing classrooms other than on the ground floor can be examined.
- Accessibility will be a key consideration built into all future planned developments and refurbishment.

For further information, please consult our Accessibility Plan.

## **Supporting Students at School with Medical Conditions**

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 may have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may have SEND and may have a Care Plan and/or an EHCP, which brings together their health and social needs as well as their SEND provision. Students at the RGS with medical needs have a Medical Care Plan, which is coordinated by Matron.

## **The 4 areas of need**

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>● Moderate learning difficulties</li> <li>● Severe learning difficulties</li> <li>● Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>● Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and responsibilities

SENCo	<p>Jacqui Watson</p> <p>The SENCo has overall responsibility for the SEND provision in the school and reports directly to a member of the Senior Team.</p>
SEND Manager	<p>Louise Taylor</p> <p>The SEND Manager is delegated the management and coordination of the SEND provision.</p>
SEND Governor	<p>Belinda Avery</p> <p>The SEND Governor is the appointed School Governor who liaises with the SEND Department and makes regular visits in a supportive and monitoring role.</p>

The SENCo & SEND Manager will ensure the following takes place:

- The day-to-day operation of the school's SEND Policy
- Liaising with and advising class teachers
- Coordinating with the SENCo in managing the provision for students with SEND
- Care Plans are written and regularly reviewed
- Updating and overseeing the records of all students with SEND

- Maintaining the SEND list and written records kept of actions taken and outcomes
- Liaison with parents of students with SEND
- Liaison with external agencies.
- Liaison with SENCo concerning INSET training for all staff
- Review meetings of SEND students where appropriate
- Line management of the Deputy SEND Manager and Learning Support Assistants
- Liaison with primary feeder schools when required.

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad, balanced and challenging curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Make sure that all students from year 8 until year 13 are provided with independent careers advice.

### **The SEND link governor**

The SEND link governor is Belinda Avery.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings



- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Assistant Head and SENCo to determine the strategic development of the SEND policy and provision in the school.

### **The Assistant Head**

The Assistant Head will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register

### **Subject teachers**

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Ensuring they follow this SEND policy and the SEN information report

### **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student

- Given an annual report on the student's progress

The school will consider the views of the parent or carer in any decisions made about the student.

### **The student**

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be considered in making decisions that affect them, whenever possible.

### **SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **Our approach to SEND support**

#### **Identifying students with SEND and assessing their needs**

In accordance with the SEND Code of Practice, the RGS has a graduated approach to the identification, assessment and provision of students with SEND. The purpose of identification is to work out what action the school needs to take, not fit a student into a category. We consider the needs of the whole student and not just the special educational needs. We follow a process of Assess, Plan, Do and Review. There may be other factors, which impact on progress and attainment but are not SEND. Identification is used as follows:

#### **Pastoral Care/Support**

A possible special educational need is identified normally by referral to the Head of Year from teaching staff but sometimes by parents. The need is usually resolved by high quality first teaching and increased adaptations, which are monitored by the teacher and the Head of Year. Teachers are

responsible for the progress and development of all students in their class, including those who have additional support from Learning Support Assistants and /or specialist teachers.

### **SEN Aware**

Concerns are raised by subject teachers/parents and students' progress is carefully monitored and reviewed to assess whether additional support strategies are needed. A need may have arisen in primary school together with specialist advice.

### **SEN Support**

Extra support from internal and/or external sources e.g. LSA support, differentiated exams access arrangements, social skills work. External support may come from Occupational Therapists, Speech and Language Therapists or Specialist Teachers. Parents are involved in this process and included on any advice reports.

### **Education Health and Care Plans (EHCP)**

Students with an EHCP have an LSA assigned to them as a key worker, and they are supported in lessons and in any private study sessions where appropriate. Some students have additional support from specialist teachers. Each year a person-centred Annual Review is held where the student, parents, specialists and SEND staff involved can discuss the needs of the student.

Parents of students with an EHCP are advised by the LA to contact the secondary schools in advance of any application to discuss the particular needs of their child and the terms of the EHCP.

### **Pupil Passport**

Once a need for support has been identified, the student will be added to the SEN list and the SENCo and the SEN Manager ensure that a Pupil Passport is put in place. This Pupil Passport gives details of the student's difficulty and the intervention strategies which may help. It is sent to the student, the student's teachers and parents and reviewed regularly.

### **Consulting and involving students and parents**

The RGS policy and support framework is very much student centred. At all stages, the students are involved, and the school liaises with parents to support each student. The RGS SEN Support is part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Website [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer). Additional information is available in the RGS SEN Report, which can be viewed via the school's website.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider any concerns the parents have

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record.

We will formally notify parents if it is decided that a student will receive special educational provision.

### **The graduated approach to SEN support**

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The SENCo, the SEN Manager and the LSAs will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the student, the SENCo and the SEN Manager will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in Provision Mapping and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

The student's subject teachers retain overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The SENCo and the SEN Manager will revise the outcomes and support considering the student's progress and development, and in consultation with the student and their parents.

## **Levels of support**

### **1. School-based SEN provision**

Students receiving SEN provision will be placed on the school's SEN register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEN budget.

On the census these students will be marked with the code K.

### **2. Education, Health and Care (EHC) Plan**

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEN budget, and potentially from the LA.

On the census these students will be marked with the code E.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision mapping
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENCo
- Holding annual reviews for students with EHC plans

Getting feedback from the student and their parents

On an annual basis the school governors with responsibility for the SEND Policy will, together with the SENCo and the SEN Manager conduct a review of the implementation of the Policy, considering in particular the identification, assessment, provision, monitoring and record-keeping, and the use of outside support services and agencies.

## Recognising the impact of SEND on behaviour

The school recognizes that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognize that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

The school can use additional techniques, such as:

- Short, planned movement break for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit close to the teacher
- Adjusting the uniform requirements for a student with sensory issues or has severe eczema
- Training staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload.

## **Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will consider:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCo) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support

## **Students with an Education, Health and Care (EHC) Plan**

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The SENCo, SEN Manager, LSAs, Heads of Year and others interested will be encouraged to go on relevant courses. Additionally, training sessions for relevant staff on particular issues in SEN are carried out at the RGS. The SENCo and the SEN Manager regularly liaise with other schools with regard to SEN issues. SEN staff also attend local liaison meetings with Specialist Teachers and staff from other schools.

## Links with external professional agencies

The school recognizes that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## Admission and accessibility arrangements

### Admissions

Students with SEND are admitted to the school in a similar manner to other students, on the basis of meeting admissions criteria. Liaison visits to feeder schools help identify individual needs. The school admission form also encourages parents to pass relevant information to the SEN Department prior to their child's entry to the school. The SEN Manager will arrange to liaise with the student and the parents in order to ascertain whether the student's SEN can be effectively supported in the classroom with staff and student strategies put in place, or whether additional support will be needed. For students with EHCPs who are transferring schools and name RGS as their preferred school, we will work together with all relevant parties regarding the transfer. This applies to late entry and Year 12 admissions.

### Accessibility arrangements

The school will seek to take all reasonable steps to accommodate specific requirements when they arise which are in line with our Accessibility Plan. We will consider:

- Any accessibility considerations in a student's original SEND assessment.
- Practical solutions to issues such as difficulty in accessing classrooms other than on the ground floor can be examined.
- Accessibility will be a key consideration built into all future planned developments and refurbishment.

For further information, please consult our Accessibility Plan.



## Complaints about SEN provision

Where parents have concerns about our school's SEN provision, they should first raise their concerns informally with the SENCo or SEN Manager. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEN provision should follow the schools Complaints Procedure, published on the school website <https://www.rgshw.com/page/?title=Our+Policies&pid=25>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Attendance policy
- Behaviour policy
- Complaints policy
- Equality information and objectives
- Safeguarding & child protection policy
- SEN information report
- Supporting students with medical conditions policy
- The local offer (this is currently under review by county)