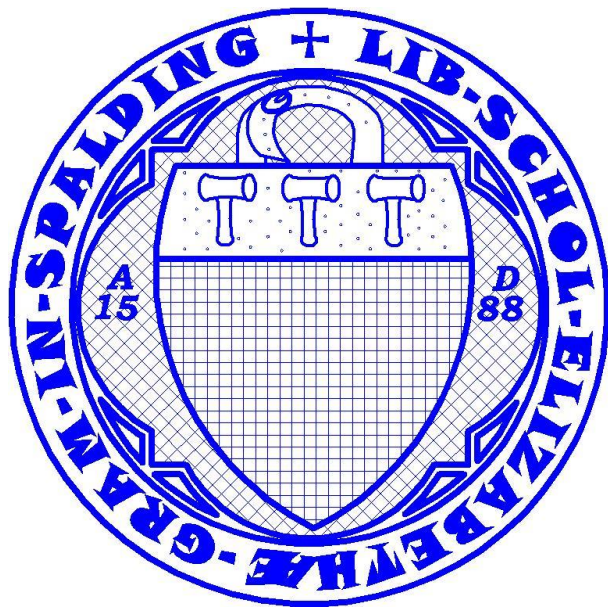


Spalding Grammar School



Special Educational Needs Policy

Author:

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Governor Committee:

Next Review Date:

January 2025

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Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) and has been written with reference to the following guidance and documents:

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- [Updated] DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy has been developed with the involvement the Assistant Headteacher responsible for special educational needs (SEN) and the Associate Assistant Head and Special Educational Needs Coordinator (SENCo). Other school policies which may need to be referred to in conjunction with this policy are:

- Accessibility Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy (alongside the Behaviour Response Grid)
- Child Protection and safeguarding Policy
- Health & Safety Regulations

Definition of special educational needs

In this policy, a child and young person has 'special educational needs' if they have a learning difficulty or disability which calls for special provision to be made for them.

The SEN Code of Practice (2014) says a child or young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children 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 school or mainstream post-16 institutions.

For children aged 2 or more, 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, maintained nursery schools, maintained post-16 institutions or by relevant early years providers (SEND Code of Practice, 2014).

Under the Equality Act 2010 (SEN Code of Practice 2014), a child or young person has a disability if he or she has '...a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'.

Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

1. Beliefs and Values

This policy refers to children and young people with special educational needs and disabilities, including why and how Spalding Grammar School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society. The School will always consider the child's educational needs rather than a medical diagnosis or disability.

Students with SEN and/or disabilities admitted to Spalding Grammar School could have difficulties with one or more of:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

At Spalding Grammar School, we aim to provide a stimulating and challenging environment for all staff and students based around the following **core values**:

"To provide an outstanding education for our students, which gives the opportunity for all to attain their full potential, intellectually, socially and personally"

Within the School, every teacher is a teacher of every child or young person, including those with SEN.

2. Aims and Objectives

The School recognises that some students will have special needs at some time during their school life and in implementing this policy; we believe students will be helped to overcome their difficulties. Our guiding principle is one of inclusion.

Aims:

Our aims are:

- To enable all students to attain high levels of academic achievement and continued good physical and mental health and wellbeing.
- To identify and meet individual needs through a wide range of provision and by removing barriers to learning.
- To provide transparent resourcing for SEN.
- To provide a balanced curriculum, differentiated where appropriate, that allows access for all.
- To support students to make a successful transition into adulthood, whether into employment, further or higher education or training.
- To achieve a level of staff expertise to meet student need.
- To share a common vision and understanding with all stakeholders.
- To attain high levels of satisfaction and participation from students, parents and carers.
- To work in partnership with other agencies and schools.

Objectives:

Our objectives are:

- **To identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents/carers, students, education, including feeder schools, and health and social care services as appropriate. Regular tracking of student data will also highlight areas of concern that might lead to a criteria led identification of SEN.
- **To make appropriate provision to overcome all barriers to learning.** Provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and any gap is closed. Students are given the opportunity to develop, learn, participate and achieve the best possible outcomes irrespective of whether it is through reasonable adjustments for a disabled student or special educational provision for a student with SEN.
- **To create a learning environment where students feel confident to voice their opinions of their own needs.** This necessitates regular dialogue between students, their teachers, their Link TA and the SENCO. Student voice and active participation will be encouraged at every opportunity.
- **To work with parents/carers** in effective partnership to gain a better understanding of their child, and involve them in the stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing

regular reports on their child's progress and sharing information regarding the provision within the School and the effectiveness of the SEN policy.

- **To work with specialist services** when the students' needs cannot be met by the School alone. The School has strong working relationships with external specialist services. This provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and all students' needs are catered for. The following services will be involved as appropriate:
 - Child and Adolescent Mental Health Service (CAMHS)
 - Children's Services
 - Children's Therapy Services (including physiotherapy and occupational therapy)
 - Community Paediatrician
 - Counselling
 - Educational Psychology Service
 - Educational Welfare Service
 - Lincolnshire Teaching and Learning Pathways
 - Physical or Medical Outreach Service
 - School Nursing Team
 - Specialist Teaching Service (STT)
 - Speech and Language Service (SALT)
 - The Working Together Team

3. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

4. Identification and Assessment

A student has SEND where their learning difficulty or disability calls for special educational provision, which is 'different from or additional to that normally available to pupils of the same age' (SEN Code of Practice 2014). Special educational provision is matched to the child's identified SEND. The SEN Code of Practice recognises four broad categories of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

The identification of SEN is built into the overall approach to monitoring the progress and development of all students. The purpose of identification is to work out what action needs to be taken and not to fit a student into a category. The School considers the needs of the whole child and not just their special educational needs. Other circumstances may also impact on progress and attainment, including issues such as health, welfare and attendance. A diagnosis of a need does not necessarily mean that a student has SEN and will require SEN provision. However, staff will be kept informed. Students with behavioural needs, English as an Additional Language or those who progress slowly and have low attainment may not necessarily have SEN. However, additional information and appropriate assessments may be carried out and strategies implemented accordingly.

The School accepts the principle that students' needs should be identified and met as early as possible. The SENDCo works closely with the Heads of Year, Heads of Departments and the School's Exams and Data Manager to help early identification of SEN students.

We use a number of additional indicators of special educational needs:

- Teacher concern.
- Following up parental concerns.
- Tracking individual student progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.

The SENCO maintains a list of students identified through the procedures listed. This list is called the **SEND Register**, which can be found in the AN Folder on the TEAMS. It is a working document that is updated as individual students' circumstances change.

For some students a more in-depth individual assessment may be undertaken by the school, this may include the use of services from an external agency.

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

[Updated] The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs. The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCO.

6. A Graduated Approach to SEN Support

SEN Support is characterised by interventions that are different from or additional to the normal curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving age related teaching, when compared to their peers students:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent social, emotional and mental health difficulties.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite the provision of individualised support.

If the School decides, after consultation with parents, that a student requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the pupil's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Advice and guidance will be requested from external agencies when necessary; parental consent will be sought before any external agencies are involved. The School will make every effort to ensure that advice from external specialist services is put into practice as swiftly as possible and the student's Provision Mapping Document will be updated to reflect this advice. Regular contact will be maintained with specialist services and parents/carers regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy.

All interventions will be monitored, reviewed and evaluated for effectiveness.

Statement of Special Educational Need

Statements of special educational needs and Learning Difficulty Assessments are being replaced with a single Education, Health and Care Plan (EHCP) for children and young people with complex needs. The EHCP places more emphasis on personal goals and describes the support a child will receive while they are in education or training. Personal budgets are also being introduced to accompany the EHCP to give parents/carers more control over the support they and their children receive. The amount parents/carers will be given, and how it can be spent, is something that will be agreed with the Local Authority.

A student who already has a statement will be transferred within a set time frame. The transfer will occur around transition points in a student's education, such as when they move from primary to secondary school. The Local Authority will coordinate the transition process.

Requesting an Education, Health and Care needs assessment

The majority of students with SEN or disabilities will have their needs met within mainstream provision. However, some students will require an Education, Health and Care needs assessment.

The School will request that the Local Authority conduct an Education, Health and Care needs assessment when, despite an individualised programme of sustained intervention within SEN Support, the student has not made expected progress. An Education, Health and Care assessment might also be requested by a parent or outside agency. The School will have the following information available to inform the process:

- The interventions at SEN Support.
- Up to date Provision Mapping Documents.
- Records and outcomes of reviews undertaken.
- Information on the student's health and relevant medical history.
- Current and historic levels of attainment across the curriculum.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the student.
- Social Care/Educational Welfare Service reports.
- Reports from any other professionals involved with the child.

An Education, Health and Care Plan will normally be provided where, after a needs assessment, the Local Authority considers that the student requires provision beyond what the School can offer. However, the School recognises that a request for a needs assessment does not inevitably lead to an EHCP. Parents/carers have the right to appeal against the decision not to award an EHCP.

An EHCP is a legal document which includes details of objectives for the child. These are used to develop SMART (specific, measurable, achievable, realistic, time-bound) targets that are:

- Matched to the longer-term desired outcomes set out in the EHCP.
- Established through parental/student consultation.
- Set out in the Provision Mapping Document.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of Statements/Education, Health and Care Plans

Both Statements and EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- The student's parent(s)/carers.
- The student if appropriate.
- The relevant teacher(s), pastoral and support staff.
- The relevant casework from the SEN and Disabilities Team.

- The Educational Psychologist.
- Any other person the SENCO considers appropriate.

The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7. Supporting Students and Families

Partnership with Parents/Carers

The School aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the School will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the School can help their child.
- Agreeing the provision that will be made for the child.
- Making parents and carers aware of Liaise, SEND Information, Advice and Support Lincolnshire (previously known as Parent Partnership).

Involvement of Students

The School recognises that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). All students are involved in monitoring and reviewing their progress with their subject teachers and Form Tutors. The School endeavours to fully involve all students by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning (*self-assessment and self-evaluation, Assessment for Learning, Academic Tutorials*).
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

In addition students who are identified as having SEN may be invited to participate in:

- Provision Mapping reviews.
- Accessing instant help by letting their Link Teaching Assistant know of their short term requirements.
- Regular contact with link Teaching Assistant.
- Working with learning and behaviour mentors (e.g. older students).
- Annual reviews.

Admission Arrangements

To qualify for a place at the School all students must reach a combined standardised score of 220 or above in the NFER 11+ Verbal Reasoning and Non Verbal Reasoning tests. These tests identify the top 25% of the ability range. For any student on the primary school's SEN register the School will provide the student with special arrangements when taking the test in

line with any special arrangement provided for KS2 SATs and/or normal work in school to ensure the student is not disadvantaged.

First priority for admission to the School is given to any student with a Statement of special educational needs or an Education, Health, Care Plan (EHCP) who reaches the qualifying standard in the 11+ tests.

Special Provision/Enhanced Resource Facility

The School has the following special facilities:

- Space for 1:1 support.
- An office for the Additional Needs Team.
- A well-being officer.
- A team of qualified first aiders (St John Ambulance).
- 5 disabled toilets.
- 2 ramped entrances into the school building.
- No split levels downstairs.
- 2 lifts with wheelchair access.
- A portable ramp for access on the first floor.

Exams Access arrangements

It is the responsibility of the AN department to ensure that all students that need specialist assessments and special access arrangements, get the appropriate support.

A student may be referred to the AN department by a member of staff or a parent. The reason behind the referral will be investigated by speaking to teachers, parents and the student. An informed decision will be made regarding whether it will be appropriate to put the student through internal triage testing. This should highlight any potential areas of weakness or concern.

Following this, a decision will be made as to whether further specialist assessment, carried out by our Specialist Teacher, is necessary to determine whether the student is eligible for any special access arrangements.

Spalding Grammar School will follow the protocol of the JCQ guidelines; extra time, word processor, reader and scribe are all available given the right circumstances dependant on the individual student's needs.

If a student is awarded special access arrangements, this will be put in place for all internal and external examinations. It is the responsibility of the subject teacher to provide the SENCO with evidence of at least one piece of assessment work each year. Teachers must attach the 'access arrangements in exams record sheet' for each piece of work that is provided.

KS2-KS3 SEN transition

Spalding Grammar School request transition information from all feeder primary schools about every student. This information informs Heads of House and the SENDCO about how we can best support early development in secondary school. If a special educational need has been highlighted, the SENDCO will investigate further by contacting the school and parents where appropriate.

The SENDCO is also available to parents during Year 5 Open Evening and New Boys Evening. It is at this stage that parents can discuss any specific concerns about the support at Spalding Grammar School.

Once students have formally been offered a place, the SENCO will devise an individualised transition programme for students who need additional support. This may involve:

- Primary school visits.

- Attendance at review meetings.
- Contact with any relevant external services that have worked closely with the student.
- Regular visits to Spalding Grammar School in the summer term prior to officially starting. This will involve meeting members of the pastoral and AN teams and becoming familiar with the school surroundings.
- Where appropriate, staff will be briefed prior to the student's arrival.

Where appropriate, Provision Mapping Documents will be created for the start or during of the academic year.

KS4-KS5 SEN Transition

The SENCO is available during open evenings for any parents to discuss the needs of their children. If a need has been identified, the student will get specific guidance relating to A Level options. This is to ensure that the student will be able to maintain special access arrangements where appropriate and achieve their full potential.

Once students have formally been offered a place, the SENCO will devise an individualised transition programme for students who need additional support. This may involve:

- Visits or contact with previous school.
- Attendance at review meetings.
- Contact with any relevant external services that have worked closely with the student.
- Where appropriate, staff will be briefed prior to the student's arrival.

Where appropriate, Provision Mapping Documents will be created for the start or during of the academic year.

8. Supporting Students at School with Medical Conditions

The School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education, per the statutory guidance contained within Supporting pupils at school with medical conditions (2014). Some children with medical conditions may be disabled and where this is the case the School complies with its duties under the Equality Act 2010.

Some students with medical needs may also have SEN and may have a statement or EHCP, which brings together health and social care needs, as well as their special educational provision and then the SEND Code of Practice is followed.

Individual Health Care Plans specify the type and level of support required to meet the medical needs of such students. Where students also have SEN, their provision is planned and delivered in a co-ordinated way within their Health Care Plan and Provision Mapping Document.

9. Monitoring and Evaluation of SEND

Curriculum Access and Provision

Where students are identified as having SEN, the School provides for these additional needs in a variety of ways and the provision for students is related specifically to their needs. A Provision Mapping Document records a graduated response to individual students on the AN register.

The range of provision includes:

- Teachers to follow the instructions of the Provision Mapping Documents.
- In class support for small groups with an additional TA.

- Small group withdrawal with TA.
- Individual class support / individual withdrawal.
- Further differentiation of resources.
- Student mentor during daily Form Period.
- Learning support clubs (social skills/literacy/handwriting).
- Specific interventions (*for reading, spelling, writing, communication skills, self-esteem and anger management*) with support provided by a TA or a more senior student following student mentor training.
- Provision of alternative learning materials/ special equipment.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teacher and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between students and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the student's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the student's behaviour.

Record Keeping

The School will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure staff have access to them. In addition to the usual school records, the student will have a SEN file (paper/electronic) which will include:

- All Provision Mapping Documents.
- Records of reviews relating to Provision Mapping Documents.
- Records of any assessments undertaken.
- Student's own perceptions of difficulties.
- Information from health/social services or other agencies.

Provision Mapping Documents

All students receiving SEN Support will have a Provision Mapping Document providing practical instructions for teachers and recording any provision made that is additional to and different from usual classroom support.

For students with statements or EHCPs, provision will meet the recommendations on the statement/EHCP.

Strategies to support a student's progress will be recorded in their Provision Mapping Document, which contains the following information:

- The student's special educational need.
- Teaching strategies.
- Provision made.
- Link TA.
- Special examination access arrangements.

The Provision Mapping Document will record only that which is different from or additional to the normal curriculum. The Provision Mapping Document will be updated following discussion with the student and the parents/carers at a review meeting.

Reviewing a Provision Mapping Document

Provision Mapping Documents will be reviewed at regular intervals. Views will be sought by parents, students, Link Teaching Assistants and subject teachers.

10. Training and Resources

Funding:

The School receives a small amount of general funding to support students on the Additional Needs Register. Funding is also received for students with statements requiring more than 15 hours of individual support. This is used to provide the extra staffing needed to support these students.

In addition to this the AN Department receives an annual budget from school funds which is used to provide sundry resources and equipment.

Training:

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place in relation to the School's SEND provision and practice and to discuss the needs of individual students.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Training opportunities are disseminated in line with the Code of Practice (2014) recommendations (general awareness, enhanced training and specialist training).

The SENDCO attends relevant SEN courses, in order to keep up to date with local and national changes relating to SEND, and facilitates/signposts relevant SEND focused external training opportunities for all staff.

11. Funding for SEND

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

12. Review of the SEN Policy

The School, in conjunction with the Governing Body, undertakes a review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

13. Accessibility

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers and associated parties so that 'reasonable adjustments' as required by the Equality Act 2010 can be made.

The curriculum is regularly reviewed by the School's Curriculum Leaders together with the SENDCO to ensure that it is accessible to students of all levels and abilities, and support the learning and progress of all students as individuals. This includes learning outside the classroom.

The School aims to ensure that all resources and SEN provisions are being used effectively and efficiently within each setting in order to support the taught curriculum and enable students to reach their full potential. The School does this by:

- Keeping staff fully informed of the SEN of any students in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEN.
- Making use of all class facilities and space available.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this.
- Any decision to offer group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate students to work to the best of their ability and celebrating achievements at all levels.

13. Complaints

If there are any complaints relating to the provision for students with SEN these will be dealt with in the first instance by the SENDCO. The Complaints Procedure for Parents, available on the School website, should be followed.

This policy was written in January 2024

Ratified by Governors.....

Review date :