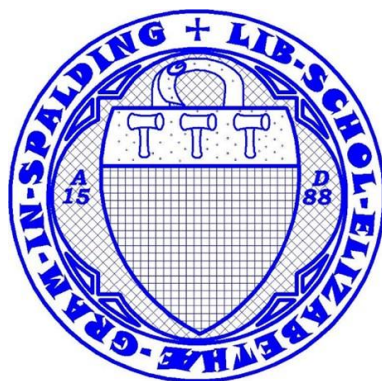


# Spalding Grammar School



## SPECIAL EDUCATIONAL NEEDS, DISABILITIES & INCLUSION POLICY

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**Ratified by:** Full Board

**Review Cycle:** Biennial

**Next Review Date:** January 2028

<b>HEADTEACHER:</b>	Mrs M K ANDERSON
<b>SENCO:</b>	Mrs A. JOHNSON
<b>LINK GOVERNOR (SEND):</b>	Mrs S HOULT
<b>(SAFEGUARDING):</b>	Mr A BROOKS

## **Executive Summary:**

This policy sets out the statutory regulations and government/Local Authority advice regarding assessment, planning, implementation and review of support for pupils with special educational needs and disabilities. Spalding Grammar School is committed to providing an inclusive education that enables all pupils, including those with Special Educational Needs (SEN), to thrive intellectually, socially, and emotionally. This policy outlines our approach to identifying, supporting, and celebrating pupils with SEN.

## **Related Policies:**

Equalities and Disabilities Policy

Behaviour for Learning Policy

Exams Access Arrangement Policy

## **Compliance Statement**

This policy complies with the statutory requirements 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.

**Relevant Legislation** 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 (UK GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

**Statutory and Non-Statutory Guidance** 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
  - DfE (2023) Keeping children safe in education 2023
  - EHRC (2015) Reasonable adjustments for disabled pupils
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## 1.0 Beliefs and Values

This section outlines the philosophical foundation of the School's approach to SEND, establishing the core principles of inclusion and equality that guide all provision at Spalding Grammar School. The guiding principle is to ensure that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled to feel like worthy and important members of the school community. This is encapsulated in the School's core value:

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

This value is underpinned by the principle that "every teacher is a teacher of every child or young person, including those with SEN." To provide clarity, the School adopts the statutory definitions of "special educational needs" and "disability":

- A child 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)' further states 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."
- Under the 'Equality Act 2010', a child has a **disability** if they have "...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."

These core values and statutory definitions inform the specific aims and objectives that drive the School's SEND provision.

## 2.0 Aims and Objectives

This section translates the School's values into actionable goals for SEND provision. The aims represent the long-term vision, while the objectives detail the specific, practical

steps the School takes to achieve them, ensuring every pupil receives the support they need to succeed.

## **Aims**

- To enable all pupils 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 pupils 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 pupil need.
- To share a common vision and understanding with all stakeholders.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To work in partnership with other agencies and schools.

## **Objectives**

- To identify the needs of pupils with SEN as early as possible through information gathering from parents, pupils, feeder schools, and health and social care services, supplemented by regular tracking of pupil data.
- To make appropriate provision to overcome all barriers to learning, carefully monitoring and reviewing interventions to ensure individual targets are met.
- To create a learning environment where pupils feel confident to voice their opinions of their own needs through regular dialogue with teachers, Link Teaching Assistants, and the Special Educational Needs Coordinator (SENCo).
- To work in effective partnership with parents/carers to gain a better understanding of their child and involve them in all stages of their education.
- To work with specialist services when pupils' needs cannot be met by the School alone. The School maintains strong working relationships with external services, including but not limited to:
  - 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

These goals are implemented through a clear structure of roles and responsibilities, ensuring accountability across the School community.

### **3.0 Roles and Responsibilities**

A clearly defined structure of accountability is essential for the successful delivery of SEND provision. This section delineates the specific responsibilities of the governing board, senior leadership, the SENCo, and all teaching staff, fostering a collaborative approach to meeting statutory duties.

#### **The Governing Board will:**

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

#### **The Headteacher will:**

- Ensure the School holds ambitious expectations for all pupils with SEND.
- Establish and sustain a 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.
- Ensure the School fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that a qualified teacher is designated as SENCo.
- Ensure the SENCo has sufficient time and resources to carry out their functions, including administrative support.
- Regularly review the quality of teaching for pupils at risk of underachievement.
- Ensure that school policies and procedures do not discriminate against pupils with SEND.

#### **The SENCO will:**

- Collaborate with the governing board and Headteacher to determine the strategic development of SEND policy and provision.
- Manage the day-to-day operation of the SEND policy.
- Co-ordinate specific provision made to support individual pupils with SEND.
- Advise on a graduated approach to providing SEND support and on the deployment of the School's budget.
- Liaise with the parents of pupils with SEND.
- Liaise with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Plan for smooth transitions between educational providers.
- Work with governors and the Headteacher to ensure the School meets its responsibilities under the Equality Act 2010.

- Ensure the records of all pupils with SEND are kept up to date.
- Provide professional guidance to colleagues and working closely with staff, parents and other agencies.

**The Intervention managers are managed by SENCo they will:**

- Give advice, guidance and training to other Teaching Assistants (TAs).
- Liaise with outside agencies such as the STT, SEST, Community Paediatricians.
- Liaise with parents and pupils over provision to be offered when SEND or additional needs have been identified. Implement Personal Learning Plans (PLPs) as directed by the SENCo.
- Plan and deliver structured interventions such as literacy sessions, as well as monitor and evaluate its impact to share with pupils, parents and the SENCo.
- The academic intervention manager will arrange for assessment of pupils eligible for access arrangements and oversee the access arrangements for all pupils with SEND, in collaboration with the Examinations Officer and as directed by the SENDCo, including the 11+ tests.
- The non-academic intervention manager will liaise with the careers department to ensure SEND pupils are not at risk of NEET and will manage and organise the sensory room, facilities and arrangements for pupils with disabilities.

**The Pastoral Leads will:**

- Be responsible for the monitoring and review of all pupils in their cohort to ensure they make suitable progress against targets.
- Liaise closely and collaborate with the SENCo to ensure early identification of need wherever possible.
- Collect reports from staff about pupils, when requested.
- Work closely with pupils and parents to review progress regularly at meetings and attend Transitional and Annual Reviews if necessary.

**All teachers and support staff will:**

- Adhere to the School's SEND Policy including the School procedures for identifying, assessing, monitoring and making provision for pupils with SEND in their classroom/department.
- Work closely with any Teaching Assistant assigned to support a particular pupil or class, by directing support of the pupil within their subject, in line with PLPs and/or other support plans.
- Contribute to the compilation and review of PLPs and provide information for the SENDCo when requested.
- Ensure Schemes of Work and lesson plans show how the targets of PLPs are to be addressed in their teaching and provide reports on the progress of SEND pupils when requested by Pastoral Leads or Heads of Department.
- Read, know, understand and follow each of the pupil Personal Learning Plans (PLP), Medical Support Plans (MSPs), or Risk Assessments for pupils they teach (available on All Staff TEAMS).
- Differentiate appropriately to meet the pupil's need.
- Expect that these pupils will need additional and different support to the majority and plan for this. Teachers will not just continue to do what they normally do.

- Expect pupils to make an appropriate rate of progress. SEN or disability is not to be used as an excuse or explanatory fiction for inappropriate progress.
- Engage with the SENCo over issues regarding progress/lack of progress or concerns.
- Follow the SEND journey plan through the stages by using early intervention, recording on CPOMS and informing parents.
- Ensure that they adhere to Medical Needs Support Plans/PLPs/EHCPs if they apply to any pupil on the trip/visit/activity. Staff should ensure they have contacted the SENCo to discuss any medical or SEN needs for a pupil in advance of the trip/visit/activity. Staff should also provide a follow up to the SENDCo after the trip.

#### **Teaching Assistants (TA) are managed by SENCo They will:**

- Support individual pupils with an Educational Health Care Plan (EHCP), or those who have been identified as requiring classroom support in their PLPs.
- Follow the direction of the classroom teacher when supporting pupils within their subject, in line with the PLP or other support plans.
- Deliver targeted intervention, under direction from the SENCo, for selected pupils either individually or in groups.
- Liaise with parents regarding their link pupils at least termly.

## **4.0 Identification and Assessment**

Early and accurate identification of need is the critical first step in providing effective support. This section details the School's systematic process for identifying, assessing, and recording pupil needs, from initial concern through to formal registration on the School's SEND Register. 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 School uses several indicators for early identification, including teacher and parental concerns, tracking individual pupil progress, and liaising with feeder schools. The SENCo maintains the **SEND Register**, a working document located on TEAMS that is updated as pupils' circumstances change.

### **The SEND Journey**

The School follows a formal, four-stage pathway to identify and address potential unmet needs.

- **Stage 1 (Quality First Teaching):** Initial concerns are discussed with the pupil and Head of Department. A short-term, subject-based intervention is implemented, monitored, and reviewed after **4 weeks**. If successful, the pupil continues to be supported through Quality First Teaching. If not, the process moves to Stage 2.

- **Stage 2 (Monitoring):** A referral is made to the Head of Year and SENCo to discuss concerns in more detail, sharing evidence of interventions. The SENCo initiates observations and communications, and the pupil is added to a monitoring list. Progress is reviewed after **6-8 weeks**. If satisfactory, the pupil may be removed from the list or monitoring may be continued for longer; otherwise, the process moves to Stage 3.
- **Stage 3 (SEN Support):** Additional support, including potential involvement from external agencies, is considered. The pupil is likely to be placed on the SEND Register. Progress is monitored for at least **three terms**. If satisfactory, the pupil returns to Stage 1. If not, the pupil may remain at Stage 3 with extra reasonable adjustments in place, if required the process moves to Stage 4.
- **Stage 4 (EHCP Application):** This stage typically involves initiating an Education, Health and Care (EHC) plan application, using evidence gathered in previous stages. Upon approval, the pupil is placed on Stage 4 of the SEND Register.

## The SEND Register Banding

The SEND Register is banded to reflect each pupil's level of need.

- **Stage 1:** A pupil experiencing low-level/low-frequency difficulties that can be managed within the classroom through adapted tasks and modified teaching. They might be currently being investigated to see if additional support is required.
- **Stage 2:** A pupil who may or may not have a diagnosed need but does not currently require additional classroom support and is being monitored. Includes EAA pupils who are in receipt of Exam Access Arrangements (EAA).
- **Stage 3:** A pupil who may have a diagnosed need and requires support in addition to Quality First Teaching. These pupils are coded 'K' on the register.
- **Stage 4:** A pupil who has an Education Health Care Plan (EHCP) and requires High Needs support, often with involvement from health or social care services.

Pupils in Stages 3 and 4 have a formal **Personal Learning Plan** with targets reviewed three times a year. Pupils in Stages 1 and 2 may have a more informal plan that outlines classroom support strategies without reviewable targets. This process is intrinsically linked to the School's duty to safeguard all pupils, especially the most vulnerable.

## 5.0 Safeguarding

The School recognises its heightened duty of care for pupils with SEND, who can be at a greater risk of abuse and maltreatment. This section outlines the specific safeguarding measures in place to protect these pupils and ensure their wellbeing.

Staff are aware that pupils with SEND may face additional risks, including:

- Being disproportionately impacted by bullying.
- Facing additional online risks, such as grooming and radicalisation.
- Being at a greater risk of abuse, including child-on-child abuse, neglect, and sexual violence.

There are also additional barriers to recognising abuse and neglect in this group of pupils, such as:

- Assumptions that indicators of abuse (e.g., changes in behaviour or mood) are related to the pupil's condition without further exploration.
- Communication barriers that may prevent pupils from reporting challenges.
- A greater propensity for peer group isolation.

The School's Child Protection and Safeguarding Policy reflects these additional barriers, and all staff are trained to be alert to the potential need for early help. Care is taken to notice any changes in behaviour, mood, or any injuries, which are investigated by the Designated Safeguarding Lead (DSL) in collaboration with the SENCo. In all cases involving pupils with SEND, there is critical, close liaison between the DSL and the SENCo to ensure a co-ordinated and protective response. This commitment to safeguarding informs the structured, graduated system of support put in place once a pupil's needs are identified and assessed.

## 6.0 A Graduated Approach to SEN Support

The graduated approach is the core methodology for supporting pupils with SEND at Spalding Grammar School. This section details the cyclical process of 'Assess, Plan, Do, Review' and the procedures for escalating support, including applications for an Education, Health and Care Plan (EHCP). Intervention is triggered when, despite high-quality teaching, a pupil:

- Makes little or no progress.
- Demonstrates difficulty in developing literacy or numeracy skills.
- Shows persistent social, emotional and mental health difficulties.
- Has sensory/physical problems and makes little progress despite specialist equipment.
- Experiences communication and/or interaction problems and makes little or no progress despite individualised support.

### The Assess, Plan, Do, Review Cycle

Once a pupil has been identified with SEND, the School employs a four-part cycle to meet their needs.

1. **Assess:** A clear assessment of the pupil's needs is established.
2. **Plan:** In consultation with parents and the pupil, adjustments, interventions, and support are agreed upon. Expected impacts and a clear review date are set.
3. **Do:** The agreed interventions and support are implemented by the class teacher, who remains responsible for the pupil's progress.
4. **Review:** The effectiveness of the interventions and their impact on the pupil's progress are analysed in line with the agreed review date. This informs the next cycle of support.

## **Requesting an Education, Health and Care (EHC) Needs Assessment**

The School will request an EHC needs assessment from the Local Authority when, despite a sustained programme of individualised intervention, a pupil has not made expected progress. The School will provide the following information to support the request:

- Records of the interventions at SEN Support.
- Up-to-date Personal Learning Plans.
- Records and outcomes of reviews.
- Information on the pupil's health and relevant medical history.
- Current and historic levels of attainment.
- Assessments from specialists such as educational psychologists.
- The views of the parents and, where possible, the pupil.
- Reports from any other professionals involved.

## **Reviews of EHCPs**

EHCPs are legal documents that must be reviewed annually. The SENCo organises these reviews and invites the pupil's parents/carers, the pupil (where appropriate), relevant staff, and representatives from external agencies. The purpose of the review is to evaluate the provision and make changes where necessary, ensuring that the pupil's long-term outcomes are being effectively supported. These internal processes are strengthened by the School's partnership with the wider pupil and family community.

## **7.0 Supporting Pupils and Families**

Effective SEND provision is built on strong partnerships and a commitment to ensuring pupil and family voices are heard and valued. This section details the School's collaborative approach with pupils and their families to create a supportive and inclusive educational environment.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers by:

- Keeping them informed and supported during assessment and decision-making processes.
- Working effectively with all other agencies supporting children and their parents.
- Giving them opportunities to play an active and valued role in their child's education.
- Ensuring all parents and carers feel welcome and have appropriate communication and access arrangements.
- Encouraging them to inform the School of any difficulties they perceive their child may be having.
- Instilling confidence that the School will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Agreeing on the provision that will be made for the child.

- Making them aware of Liaise, SEND Information, Advice and Support Lincolnshire.

### **Involvement of Pupils**

The School involves all pupils in their own learning and progress through self-assessment, target setting, and academic tutorials. For pupils with SEN, there are additional opportunities to participate in their education:

- Provision Mapping reviews.
- Accessing instant help from their Link Teaching Assistant.
- Regular contact with their Link Teaching Assistant.
- Working with learning and behaviour mentors.
- Annual reviews of their EHC Plan.

### **Admission and Transition Arrangements**

- **Admissions:** To qualify for a place, all pupils must reach a qualifying standard in the 11+ tests. For pupils on a primary school's SEN Register, special arrangements are provided for the test to ensure they are not disadvantaged. First priority for admission is given to any pupil with an EHCP who reaches the qualifying standard.
- **KS2-KS3 Transition:** The School requests detailed transition information from all feeder primary schools. For pupils with identified needs, the SENCo devises an individualised transition programme which may include primary school visits, attendance at review meetings, and additional visits to Spalding Grammar School to meet staff and become familiar with the environment.
- **KS4-KS5 Transition:** Pupils with identified needs receive specific guidance on A Level options to ensure they can maintain special access arrangements where appropriate and achieve their full potential. An individualised transition programme is developed for pupils who need additional support to ensure a smooth transition into the sixth form.

This commitment to pupil support extends to those with specific medical needs.

## **8.0 Supporting Pupils at School with Medical Conditions**

The School is committed to supporting pupils with medical conditions to ensure they have full access to education, including school trips and physical education, in line with statutory guidance. Some pupils with medical conditions may also be classified as disabled under the Equality Act 2010, and the School complies with all duties under this Act.

The School adheres to the 'Supporting pupils at school with medical conditions (2014)' guidance. Where pupils have both SEN and medical needs, their provision is planned and delivered in a co-ordinated way through their **Medical Plan** and **Personal Learning Plan**. This ensures a holistic approach to meeting all aspects of a pupil's needs, which is monitored through a robust evaluation framework.

## **9.0 Monitoring and Evaluation of SEND**

Continuous monitoring and rigorous evaluation are essential to ensure that SEND provision is effective, responsive to pupil needs, and leads to positive outcomes. This section outlines how pupil progress is measured, how provision is delivered and tracked, and how crucial records are maintained.

## **Curriculum Access and Provision**

The School provides for pupils with SEN in a variety of ways, tailored to their specific needs. The range of provision includes:

- In-class support for small groups with an additional Teaching Assistant.
- Small group withdrawal with a Teaching Assistant.
- Further adaptation of resources.
- Pupil mentoring during Form Period.
- Learning support clubs (e.g. for social skills, literacy).
- Specific interventions such as reading, spelling, communication, self-esteem, and anger management.
- Provision of alternative learning materials or special equipment.
- Access to specialist services for advice, strategies, and staff training.

## **Monitoring Pupil Progress**

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

- Narrows the attainment gap between the pupil and their peers.
- Prevents the attainment gap from widening.
- Is equivalent to that of peers starting from the same baseline.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full access to the curriculum.
- Shows an improvement in self-help, social, or personal skills and behaviour.

## **Record Keeping**

The SENDCo maintains comprehensive records for each pupil with SEN. In addition to standard school records, a pupil's SEN file will include:

- All Personal Learning Plans.
- Records of all reviews.
- Records of any assessments undertaken.
- The pupil's own perceptions of their difficulties.
- Information from health, social services, or other agencies.

## **Personal Learning Plans**

All pupils on SEN Support will have a Personal Learning Plan (previously known as a Provision Mapping Document). This document provides practical instructions for teachers and records any provision that is additional to or different from standard classroom support. It contains:

- The pupil's special educational need.
- Teaching strategies.

- Provision made.
- The pupil's Link Teaching Assistant.
- Special examination access arrangements.

Personal Learning Plans are reviewed at regular intervals with input from pupils, parents/carers, and staff to ensure they remain relevant and effective. The delivery of this support is dependent on well-trained staff and appropriate resources.

## **10.0 Training and Resources**

High-quality SEND provision depends on well-trained staff and appropriate physical and educational resources. This section details the School's commitment to continuous professional development for staff and the resources available to support pupils with additional needs.

### **Training**

All new staff receive induction training from the SENCo, which covers the School's SEND provision and the needs of individual pupils. All staff are encouraged to undertake ongoing training and development to enhance the quality of teaching for all pupils. The SENCo stays up-to-date with local and national developments in SEND and disseminates relevant training opportunities to all staff.

### **Physical Resources**

The SEND department is located in rooms 22 and 23 of the main house, comprising an intervention room, a sensory/regulation space, and the SENCo office. The School's special facilities to support accessibility include:

- Disabled toilets.
- Ramped entrances.
- Lifts with wheelchair access.
- A portable ramp for first-floor access.

### **Exams Access Arrangements**

The SEND department is responsible for ensuring that pupils receive appropriate support in examinations, following Joint Council for Qualifications (JCQ) guidelines. A referral from a staff member or parent triggers an investigation, which may lead to internal testing. Where necessary, a specialist teacher will conduct a further assessment to determine a pupil's eligibility for arrangements such as extra time, a reader, or a scribe. These resources are allocated based on pupil need and available funding.

## **11.0 Funding for SEND**

The School utilises its delegated funding to provide early intervention and support for pupils identified with SEND. Where pupils require additional specialist support beyond

what can be resourced internally and are not making sufficient progress despite early intervention, the School will consider accessing high needs top-up funding from the Local Authority.

## **12.0 Review of the SEN Policy**

The School, in conjunction with the Governing Body, undertakes a comprehensive review of this policy and its associated practices each year. The outcomes of this annual review are used to inform the strategic priorities of the School Development Plan, ensuring continuous improvement in SEND provision.

## **13.0 Accessibility**

The School is committed to educating pupils with SEN alongside their peers and will make "reasonable adjustments" as required by the Equality Act 2010 to ensure full inclusion. This commitment covers both the physical environment and access to a broad and balanced curriculum.

The School's curriculum is regularly reviewed to ensure it is accessible to pupils of all abilities, including learning outside the classroom. Strategies to ensure effective provision include keeping staff fully informed of pupil needs, providing regular training on SEN teaching methods, and using differentiated teaching. The School's physical accessibility features include lifts, ramps, and disabled toilets, and lessons are re-roomed as needed to accommodate pupils with mobility impairments. This proactive approach to accessibility is complemented by a clear procedure for addressing any concerns.

## **14.0 Complaints**

The School provides a clear pathway for parents or carers who have complaints regarding the provision for pupils with SEN. The initial step is to contact the SENCo to discuss the concern and seek a resolution. If the issue is not resolved at this stage, the official Complaints Procedure for Parents, which is available on the School website, should be followed.

This policy was updated in January 2026, and will be reviewed in January 2028.