

Special Educational Needs and Disabilities (SEND) Policy

Scope:	Whole School
Release date:	January 2024
Review date:	January 2025
Author:	SENCO
Reviewer:	Assistant Head Academic and Digital
Approval body:	Board of Governors

Linked documents

This Policy should be read in conjunction with the following policies:

- Safeguarding Policy
- EAL Policy
- Behaviour Management Policy
- Accessibility Plan
- Equal Opportunities/Accessibility Policy
- Parent Contract

Acronyms

SEN: Special Educational Needs

SEND: Special Educational Needs and Disabilities

SENCO: Special Educational Needs Coordinator

IEP: Individual Education Plan

JCQ: Joint Council for Qualifications

SpLD: Specific learning difficulty

EHCP: Education Health and Care Plan

Availability

This policy is available to parents and prospective parents on the School website, and a printed copy may be requested from the School Office.

Objectives of the school's Special Educational Needs and Disabilities (SEND) Policy

It is the purpose of the School's SEND policy to improve the learning opportunities and progress of pupils with difficulties and/or disabilities.

All staff must recognise their responsibility for the education of all children regardless of their learning needs and the importance of maintaining high expectations for all children. They recognise the importance of planning their lessons in ways that will encourage the participation and progression of all pupils.

The School does not discriminate and follows the [SEND Code of Practice](#) and it is recognised that children with learning difficulties require the greatest possible access to a broad and balanced education. Pupils with learning difficulties will be educated alongside their peers and it is only in specific circumstances that individual tuition will be necessary. The school feels that the knowledge, views and experience of parents are vital and that an effective provision for children can only be achieved when there is communication between parents/carers, their children, the School, and other relevant agencies.

The school aims:

- To make learning accessible to all pupils.
- To identify and assess the learning needs of children with SEND and provide a programme of work that will ensure full access to the school's curriculum.
- To build a positive relationship with outside agencies and consult them where necessary.
- To include both pupils with SEND and parents/carers in the development of a provision plan where applicable and maintain close communication.

Identification, Assessment, and Review Procedures

The SEND Code of Practice applies the term Special Educational Needs (SEN) to any child or young person with a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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 schools or mainstream post-16 institutions

Special educational provision means that which is in 'addition to, or otherwise different from' the provision generally made for children of the same age. This includes the supply of visual and audio learning material to replace written resources where applicable.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

It is understood that learning difficulties may arise at any time, e.g., because of new curriculum demands or changes in home circumstances.

A number of pupils in mainstream independent schools such as Derby Grammar School show signs, not always previously apparent, of having a learning difficulty or disability leading to a special educational need in one or another subject for which suitable educational provision is needed.

Special educational needs may be relevant to children who have a high intelligence quotient (IQ) equally as well as those of lower academic ability and may sometimes have a genetic component. It is the responsibility of parents to inform the school of, and provide documentation where appropriate relevant to, any learning difficulty and associated special educational need that has at any time affected them or any of their children or close relations.

Roles and Responsibilities

SENCO

It is the role of the SENCO to liaise with teachers, external specialist teachers, educational psychologists and parents as necessary in order to implement this policy. The Primary School benefits from its own SEND Lead teacher who takes responsibility for the Primary Department.

Comprehensive records, including key documents, are kept on each pupil in the designated filing cabinet in the School Office and on digital drives, with limited access to key personnel only. Relevant records are available to parents and teachers. All teachers of pupils with learning difficulties (including SEND) should be familiar with the contents of these records. A list of SEND pupils is circulated by the SENCO at the start of the academic year, along with Individual Education Plans (IEPs) and this is updated throughout the year as necessary.

Parents

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. Parents who would prefer to have a formal assessment of SEND should make arrangements accordingly with the SENCO but must ensure that copies are provided of all relevant advice and reports received. It should be noted that, for Access Arrangements applications for public examinations, the Joint Council for Qualifications (JCQ) require all diagnostic testing to have been conducted by a qualified Educational Psychologist, an assessor with a current Specific Learning Difficulties (SpLD) Assessment Practising Certificate, or an Access Arrangement Assessor who has successfully completed a Level 7 postgraduate course or its equivalent. All assessors must have an established relationship with the centre. As such, scores from assessments commissioned independently by a pupil's family are not automatically admissible as evidence for such access arrangements applications.

Assistant Heads

It is the role of the Head, Assistant Head Academic and Digital and Assistant Head Pastoral to liaise with the SENCO to ensure that adequate whole school training is provided to all staff on meeting the educational needs of pupils with SEND, as well as directing staff towards appropriate additional resources, such as external continuous professional development events, as appropriate.

The Head and Assistant Head Academic and Digital are also responsible for:

- The monitoring of the implementation of the SEND Policy.
- Monitoring the curriculum and teaching and learning to ensure that provision meets the needs of SEND pupils.

Heads of Year and Tutors

Pastoral staff will familiarise themselves with which pupils are on the SEND Register, their educational needs, and their IEP if applicable. They will monitor interactions between SEND pupils and other pupils to ensure they are positive and not discriminatory.

Heads of Department and Heads of Subject

All heads of academic subjects and departments will familiarise themselves with which pupils are on the SEND Register, their educational needs, and their IEP if applicable. Heads of Department and Subject are responsible for:

- Ensuring that the SEND policy and pupils' IEPs are being implemented in schemes of work and lesson planning by all members of their department;
- Monitoring the implementation of IEPs through lesson observations and work scrutiny. Teaching should show different teaching styles, strategies, differentiation and any additional resources e.g. use of laptops, assistive technology, coloured overlays.
- Monitoring the overall progress and attainment of SEND pupils in their subject area and liaising with the SENCO if SEND pupils are not making as much progress and attainment compared to their peers and /or achieving their target grades.

Teachers

Teachers are responsible for:

- Ensuring the academic progress and development of every pupil in their class.
- Familiarising themselves with any SEND pupils in their teaching groups and their educational needs and IEP.
- Incorporating inclusive teaching strategies into lesson plans and schemes of work.
- Working with the SENCO to review the progress of SEND pupils in their teaching and monitoring their progress and attainment compared to their peers.
- Raising concerns about potential pupils' SEND with the Head of Year and SENCO.

Screening and Assessment

The law imposes on schools a responsibility both for the physical well-being and meeting the educational needs of pupils whilst in the care of the school. The need for screening a pupil can arise as a result of subject teachers raising any relevant concerns or observations regarding a pupil with the SENCO. The SENCO also circulates a concerns list by October half-term to allow staff to raise any new concerns regarding pupil progress, attainment and behaviour.

Under both circumstances the SENCO will liaise further with relevant members of staff and inform parents and with their permission pupils are screened for learning difficulties. The results are reported to parents and pupils. If the screening reveals the need for a formal assessment to be carried out by an Educational Psychologist or an appropriately qualified assessor the SENCO asks for 'Needs and Normal Way of Working Form' to be completed by staff for the assessor to use and inform them of difficulties in addition to the screening results. The results are also used to inform teachers of pupil strengths and the areas of difficulty within their learning profile.

A young person's special educational needs can change over time. Therefore, a pupil may be re-tested at any time if a parent so requests or if staff have cause for concern about his/her progress.

If a learning difficulty is suspected, parents will be informed with the recommendation of either immediate referral to an educational psychologist or qualified assessor, or a period of extra support provision within the school followed by further review. The School will support parents with an application for an EHCP where appropriate.

In every case the decision as to the course of action will be that of the parent, with advice from the School if required. The following information will also be provided:

- The names of qualified assessors to whom the parents may refer for further advice and/or assessment.
- The likely cost of the referral, which is to be borne by the parents.

Special Educational Provision

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Pupils are expected initially to follow the full curriculum in most cases, but adaptations to the timetable and subjects taken can be reviewed by the Head and Assistant Head of Academic and Digital.

Additional educational provision for SEND pupils at Derby Grammar School may include, but is not limited to:

- IEPs for all staff to follow.
- 1 to 1 support session every week which can be 20 or 40 mins depending on need.
- Support from Teaching Assistants during lessons and/or private study.
- Intervention groups, for example, communication and language, Plus 1, Nessy.
- Support and continuous review of provision for pupils with existing ECHPs.

Derby Grammar School is guided by the relevant JCQ published guidelines concerning access arrangements for public examinations. Costs relating to the completion of a Form 8 application are borne by parents.

Individual and small group support sessions may be arranged for pupils at the request of parents, and with advice from the SENDCo. Costs relating to these sessions will be borne by the parents and paid in advance.

Withdrawal

The right is reserved following consultation to require a parent to withdraw a child from the School if, in the opinion of the Head:

- The child is reported to be in need of assessment or additional or remedial teaching or medication to which a parent does not consent; or
- The learning difficulties require teaching or medication which, in the opinion of the Head, the School is unable to provide or manage; or
- The pupil has special needs that make it unlikely s/he will be able to benefit sufficiently from the mainstream education and facilities provided at the School. Withdrawal of a pupil in these circumstances would not incur a charge to fees in lieu of notice. Deposits paid in respect of the child would be credited to the account.

Costs

The cost of assessments, professional advice and specialist intervention is payable by parents in addition to normal fees. Fees paid for additional or specialist intervention will not be refunded.

Liability of the School

Unless negligent under the terms of this policy, the School accepts no responsibility to the pupil or parents caused by or arising out of any failure to detect or refer to a learning difficulty or other condition or situation of special need.

Entrance Examinations

Any existing learning difficulties or disabilities are taken into account at the application stage of a place at Derby Grammar School. Parents are asked to include any relevant SEND information on the registration form, and additional information such as educational reports from professionals, where appropriate, will be requested by the Admissions team. Extra time for subject-specific entrance examinations can be organised where clear evidence is provided of existing arrangements with a candidate's current school. Other access arrangements e.g. use of word processing or provision of a reader, may be requested where an assessor's report exists confirming details of a specific learning difficulty or disability and it has been their normal way of working within their current school and where the format of the examination permits.