Special Educational Needs and Disabilities (SEND) Policy

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RGS's values, vision and broader aims around SEND

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" (July 2018) and "Keeping Children Safe in Education" (September 2023).

Aims

We seek to provide opportunities for all students, regardless of age, disability, race, faith, or individual needs to develop all their talents and character to the full. The school's objectives in making provision for students with SEND recognises that all students, irrespective of needs, 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. Most 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 flourish and support them to meet their full potential.
We are focused on creating an inclusive environment, one that is built upon our character framework and where possible our provision is tailored to the needs of students.

Inclusion and Equal Opportunities

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

In line with the national inclusion framework guidance, RGS embeds seven core principles of inclusion across all aspects of policy and practice:

1. **Ambitious Leadership & Governance:** Inclusion is a strategic whole-school priority overseen by Governors and Senior Leadership.
2. **Evidence-Based Support Prioritising Early Intervention:** Needs are identified early and supported through a variety of interventions.
3. **High-Quality Adaptive Teaching for All Learners:** High-quality adaptive teaching forms our universal core offer.
4. **Accessible & Enriching Provision Beyond the Classroom**
   Scope of Participation: Inclusion extends to all aspects of school life beyond the academic curriculum, including co-curricular clubs, leadership roles, work experience placements, educational visits, sports, and social events. All pupils, regardless of SEND, have equitable access to these opportunities.
   Proactive Planning & Risk Assessments: Trip leaders, club coordinators, and activity organizers will proactively conduct risk assessments and plan reasonable adjustments well in

advance of any event or activity to identify and remove potential barriers to participation, guaranteeing equal access for pupils with SEND.

5. **Safe & Respectful Culture:** We cultivate a culture of belonging, positive mental health, high attendance, and relational behaviour support.
6. **Strong Partnerships with Families & External Services:** We maintain clear, open communication and work alongside parents, students, and specialist services to effectively support each student.
7. **Inclusive Environments & Continuous Accessibility:** Learning spaces, teaching resources, and classroom arrangements are flexibly adapted through reasonable adjustments to remove barriers for all pupils.

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	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. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● 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
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

Inclusion and SEND provision are strategic whole-school responsibilities shared across all leadership tiers, governing bodies, and teaching staff, rather than an isolated function of the SEND Department.

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

SENCo & SEN Manager

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

- The day-to-day operation of the school's SEND Policy
- Liaising with and advising class teachers
- Record accurately and keep up to date the provision made for students with SEND
- Coordinating with the managing the provision for students with SEND
- Have a clear approach to identifying and responding to SEND
- Pupil Passports are written and regularly reviewed for students with SEND
- 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 SLT concerning INSET training for all staff
- Review meetings of SEND students where appropriate
- Line management of the Teaching Assistants
- Liaison with primary feeder schools when required

The SEND link governor and governing body

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 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
- 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
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information reportPublish 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 7 until year 13 are provided with independent careers advice.
- Evaluate cohort-wide inclusion data—including attendance, measures of belonging, academic progress, and exclusion rates across SEND and non-SEND groups—as part of routine strategic school evaluation.

The Assistant Head Pastoral

The Assistant Head will:

- Work with the SENCo, SEN Manager 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 alongside the SENCo 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
- Monitor and analyse cohort-wide inclusion data (e.g., attendance trends, belonging indicators, progress, and exclusion rates) alongside the SENCo to inform strategic improvements in SEND provision and school culture.

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 teaching assistant 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 SEND information report

Parents / carers

Parents / 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 SEND 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.

SEND information report

The school publishes a SEND 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 to 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.

Early Identification & Proactive Monitoring

We prioritise early identification before academic failure or significant underperformance occurs. Teaching, pastoral, and SEND staff proactively look for subtle early indicators that a pupil may require additional support, including changes in attendance patterns, social withdrawal, emotional changes, or drops in classroom engagement.

Pastoral Care/Support

A possible special educational need is identified normally by referral to the SENCo and SEN Manager from teaching staff but sometimes by parents by using the Initial SEN Concern form on the staff intranet and the parent portal. The need is usually resolved by high quality 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 Teaching Assistants and/or specialist teachers.

SEND 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.

SEND Support

Extra support from internal and/or external sources e.g. TA 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 TA assigned to them as a key worker who will meet with them on a regular basis, 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 SEND 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 SEND Support is part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Website www.bucksfamilyinfo.org/localoffer. Additional information is available in the RGS SEND 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 SEND 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 TAs will carry out an 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. This will be reviewed regularly to help make sure that the support in place is matched to the student's needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention or adaptive teaching strategies. It may also involve an internal assessment such as SNAP or DASH.

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, and a clear date for review. All interventions selected where possible will be evidence-based to ensure support is effective and targeted. All staff who work with the student will be made aware of the student's needs, 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 sent a copy of the pupil passport which will include 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 SEND provision**
   Students receiving SEND provision will be placed on the school's SEND 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 SEND budget. On the census these students will be marked with the code K.

2. **Education, Health and Care Plan (EHCP)**
   Students who need more support than is available through the school's school-based SEND 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 SEND budget, and potentially from the LA. On the census these students will be marked with the code E.

3. **Provision Across Key Stages: Lower School (Years 7–11) vs. Sixth Form (Years 12–13)**
   While the graduated approach applies across all year groups, the implementation of provision adapts to support student maturity and increasing independence:
   - **Lower School (Years 7–11):** Provision focuses on high-quality adaptive teaching, structured classroom interventions, direct TA support (where specified in an EHCP), and teacher-led Pupil Passports are co-created directly with the student and then sent to parents for review and feedback.
   - **Sixth Form (Years 12–13):** Provision shifts toward promoting self-advocacy, independent study skills, and executive function coaching. Sixth Formers actively co-produce and manage their Pupil Passports, lead their own exam access arrangement reviews, and work alongside staff to prepare for higher education and workplace environments.

Evaluating the effectiveness of SEND provision

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

- Tracking students' progress, including by using provision mapping
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using teacher google forms
- Discussions with the student
- 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.

Promoting Belonging, Attendance, and Relational Support.

At RGS, we recognise that behaviour is often a form of communication reflecting underlying unmet SEND needs, emotional regulation difficulties, or mental health challenges. Rather than viewing distress or disruptive behaviour in isolation, we adopt a relational approach that seeks to identify and support the root causes of a pupil's distress.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise 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)
- Securing the provisions set out in an Education, Health and Care (EHC) plan in cooperation with the local authority

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

Relational Support & Regulation Adjustments

Preventative measures will consider the specific circumstances and requirements of the student concerned, including:

- Short, planned movement breaks 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
- Making reasonable adjustments to uniform requirements for a student with severe eczema
- Use of designated spaces where students can regulate their emotions during moments of sensory or emotional overload
- Approved use of fidget tools in accordance with the school's Fidget Tools Policy (Appendix 1)
- Training staff in understanding conditions such as autism.

Emotionally Based School Non-Attendance (EBSNA)

We recognise that anxiety, sensory overload, and unmet SEND needs can contribute to Emotionally Based School Non-Attendance (EBSNA). To maintain attendance and foster a strong sense of school belonging, RGS provides targeted, stage-appropriate relational support that adapts between Lower School and Sixth Form:

Lower School (Years 7–11):

- Proactive, personalized reintegration plans developed alongside parents and pupils.
- Relational check-ins with a designated key worker or member of pastoral staff.
- Flexible arrivals, phased timetables, and quiet transition routines where appropriate.
- Designated safe spaces to support regulation throughout the school day.
- Academic adaptations where required, including reduced timetables or small group teaching.

Upper School / Sixth Form (Years 12–13):

- Direct student engagement: support planning, check-ins, and communication are conducted directly with the student rather than co-produced with parents.
- Pastoral and mentor check-ins focused on self-advocacy, emotional regulation, and managing workload independently.
- Flexible arrivals and access to designated quieter study spaces where outlined by an EHCP.

Please note: To mirror post-18 pathways and support independent adult learning, Sixth Form provision does **not** include reduced timetables, TA support, or small group teaching.

Adapting sanctions for students with SEND

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

1. Whether the student was unable to understand the rule or instruction?
2. Whether the student was unable to act differently at the time because of their SEND?
3. Whether the student is likely to behave aggressively due to their 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.

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. This may involve using an internal assessment tool such as SNAP.

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 funded by the local authority, but the school will cooperate with the local authority and other bodies to ensure that these can be appropriately provided within our setting.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact 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, TAs, Heads of Year and others interested will be encouraged to go on relevant courses. Additionally, training sessions for relevant staff on particular issues in SEND are carried out at the RGS. The SENCo and the SEN Manager regularly liaise with other schools regarding SEND issues. SEND staff also attend local liaison meetings with Specialist Teachers and staff from other schools.

Links with external professional agencies

The school recognises 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 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, based on 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 SEND Department prior to their child's entry to the school. The SENCo and/or the SEN Manager will liaise with the student and the parents to ascertain whether the student's SEND 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

RGS is committed to continually improving accessibility across our site and curriculum. As a historic school with heritage buildings and spatial limitations, we focus on practical, creative, and reasonable adjustments to optimize both the physical and sensory learning environment.

Physical, Sensory & Cognitive Accessibility

In line with our Accessibility Plan, accessibility considerations include:

- **Physical & Environmental Adaptations:** Exploring practical rooming and scheduling solutions (such as ground-floor rooming where feasible) and embedding accessibility principles into all future campus developments and refurbishments.
- **Sensory Considerations:** Utilizing designated quiet or low-arousal spaces during busy unstructured times (break and lunch) to support pupils experiencing sensory overload or high anxiety within a fast-paced school day.
- **Classroom & Cognitive Support:** Implementing environmental and visual adaptations within existing spaces, such as, glare/lighting adjustments where possible, strategic seating arrangements to optimize acoustics, and minimizing unnecessary visual distraction.

Linking Exam Access Arrangements (EAA) to Everyday Practice

To build independence, confidence, and familiarity well in advance of formal assessments:

- Access arrangements (e.g., extra time, use of a word processor, rest breaks, or prompt cards) are not treated solely as exam-day provisions.

- Where approved, EAAs must reflect a pupil's 'normal way of working' in everyday lessons, routine assessments, and homework.
- Teachers and SEND staff collaborate to ensure pupils practice using their specific access arrangements regularly in class, so they develop effective self-management strategies prior to formal GCSE and A-Level examinations.

For further information, please consult our Accessibility Plan.

Complaints about SEND provision

Where parents have concerns about our school's SEND 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 SEND provision should follow the schools Complaints Procedure, published on the school website.

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 students themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND 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
- Exams Policy
- Safeguarding / child protection policy
- SEND information report
- Supporting students with medical conditions policy
- The local offer (this is currently under review by county)

Appendix 1- Fidget tools Policy

Purpose of the Policy

The purpose of this policy is to provide clear guidelines regarding the use of fidget tools within RGS. Fidget tools can assist some pupils in enhancing focus, reducing anxiety, and supporting sensory needs. This policy aims to ensure that the use of fidget tools is beneficial for identified pupils in a classroom whilst maintaining a conducive learning environment for everyone.

Fidget tools are small, handheld objects that can be moved around in various ways. They have become popular support aids for children with Autism Spectrum Condition, ADHD, Sensory Processing Disorder, anxiety, and other additional needs. Although fidget tools may appear fun and enjoyable, for many pupils with SEND they can serve a beneficial purpose in supporting pupils' regulation and attention by offering sensory stimulation, reducing stress, improving focus, and helping pupils to regulate during periods of high anxiety.

Scope

This policy applies to all students, staff, parents/carers, and visitors to RGS.

Roles and Responsibilities

School Leadership

- Ensure the policy is communicated effectively to all stakeholders.
- Provide training for staff on the appropriate use of fidget tools in the classroom.
- Review and evaluate the policy regularly.
- Liaise with external professionals, where necessary.

Teachers

- Communicate with the school's SENCo to discuss individual student needs regarding the potential use of a fidget tool.
- Monitor the use of fidget tools which have been recommended to ensure they are used appropriately and do not disrupt learning of the student and/or their peers.
- Provide feedback to SENCo regarding the effectiveness of fidget tools in supporting students.

Parents

- Request for the school to consider the use of a fidget tool if they have concerns regarding their child's needs.
- Honour the professional opinion of school staff regarding whether it is appropriate for a child to have access to a fidget tool.
- Support the school's policy by discussing the 'appropriate use' of fidget tools with their children.
- Communicate with teachers about their child's specific needs and any concerns regarding the use of fidget tools.

Pupils

- Use fidget tools responsibly and in accordance with school guidelines.
- Understand that fidget tools are a tool to aid learning, not a distraction.
- Understand that they should only use the fidget tools provided by the SEN department and that they need to have their fidget pass with them at all times.
- Understand that they can only have one fidget tool.
- Follow the class teachers' directions regarding the use of fidget tools.

Implementation Strategies

Guidelines for Use

- Fidget tools must be approved by the school's SENCO before being used (or cease being used)in school and a fidget pass will be given.
- Pupils should use fidget tools discreetly, ensuring that they do not distract themselves or others.
- Fidget tools may only be used during specified times, such as independent work or when directed by a teacher/TA (e.g. to support with regulation.)
- A student should only have access to one fidget tool in the classroom – this will be kept in the student's bag or pocket when not in use.

Monitoring and Evaluation

- Teachers will regularly assess the impact of fidget tools on student engagement and focus. This feedback will be provided to the SENCo as part of intervention review.
- The SENCo will seek additional advice for individual students from external agency professionals, including Occupational Therapists/Sensory Integration Practitioners, as required.

Review Mechanisms

This policy will be reviewed every three years by the school leadership team, in consultation with governors. Adjustments will be made based on feedback and the evolving needs of the school community.