



## Special Educational Needs and Disability Policy

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Date to be reviewed	November 2020
Date of last review	November 2019
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	DCB

## Special Educational Needs and Disability Policy

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 (SEN/D) 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 2019).

### 1. Aims

We seek to provide opportunities for all boys, regardless of age, race, creed, or individual needs to develop all their talents to the full. The School's objectives in making provision for pupils with SEN/D recognise that all pupils, irrespective of abilities, are entitled to full access to a broadly based, balanced curriculum including the National Curriculum. All pupils are valued equally and our curriculum takes account of the pupils' differing needs. These may include emotional, behavioural, sensory, physical disabilities or specific learning difficulties, which require special educational provision to be made for them. The majority of pupils will have mild to transitory difficulties but some pupils will have longer term and more complex needs.

### 2. Defining Special Educational Needs (SEN/D)

A pupil at RGS has SEN/D if he has a learning difficulty or disability, which calls for special educational provision to be made for him. A learning difficulty or disability exists if:

- he experiences significantly greater problems with learning than the majority of his peers and/or
- he has a disability, which either prevents or hinders him from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

The SEN/D provision and practice is designed to ensure that such pupils 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 SEN/D provision must be person centred and appropriate to the individual needs of the pupil.

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

The SEN/D provision is guided by the following principles:

**Pupils with SEN/D are integrated into mainstream teaching with the necessary in-class support where appropriate.**

1. All areas of the school share responsibility for planning, monitoring and evaluating the progress of SEN/D pupils.
2. The educational needs of pupils are carefully assessed and the curriculum and teaching are matched to meet their needs with the necessary differentiation taking place.

3. We aim to ensure that attitudes to pupils who experience difficulties are positive and constructive and that their achievements are valued and recognised.
4. Professional and material resources are effectively deployed.
5. We will ensure regular consultations with parents in which opportunities for working in partnership are sought.

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

### **3. Identification, Assessment and Provision of Special Educational Needs**

In accordance with the SEN/D Code of Practice, the RGS has a graduated approach to the identification, assessment and provision of pupils with SEN/D. The purpose of identification is to work out what action the school needs to take, not fit a pupil in to a category. We consider the needs of the whole pupil 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 SEN/D. Identification is used as follows:

#### **(a) Pastoral Care/Support**

A possible special educational need is identified normally by referral to the Head of Year from teaching staff but sometimes by parents. The need is usually resolved by high quality personalised teaching and increased differentiation, which is monitored by the teacher and the Head of Year. Teachers are responsible for the progress and development of all pupils in their class, including those who have additional support from Learning Support Assistants and /or specialist teachers.

#### **(b) Student Development Aware**

Concerns are raised by class teachers/parents and pupils' 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.

#### **(c) SEN/D Support**

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

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

Pupils with an EHCP usually have an LSA assigned to them and some have additional support from specialist teachers. Each year a person centred Annual Review is held where the pupil, parents, specialists and SEN/D staff involved can discuss the needs of the pupil.

Parents of pupils 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 son and the terms of the EHCP.

#### **(ii) Care Plans**

Once a need for support has been identified, the pupil will be added to the SEN/D list and the SEN/D Manager ensures that a Care Plan is put in place. This Care Plan gives details of the pupil's difficulty and the intervention strategies which may help. It is sent to the pupil, the pupil's teachers and parents and reviewed regularly.

#### **4. Co-ordinating and Managing Provision** **Management Structure and Governance**

SENCo: Mrs D Booth  
The SENCo has overall responsibility for the SEN/D provision in the school and is a member of the Senior Team.

SEN/D Manager: The SEN/D Manager is delegated the management and co-ordination of the SEN/D provision.

Deputy SEN/D Manager: The Deputy SEN/D Manager is delegated to support the SEN/D Manager in the management and co-ordination of SEN/D provision.

SEN/D Governor: The SEN/D Governor is the appointed School Governor who liaises with the SEN/D Department and makes regular visits in a supportive and monitoring role.

The SEN/D Manager will ensure the following takes place:

- The day-to-day operation of the school's SEN/D Policy
- Liaising with and advising class teachers
- Co-ordinating with the SENCo in managing the provision for pupils with SEN/D
- Care Plans are written and regularly reviewed
- Updating and overseeing the records of all pupils with SEN/D
- Maintaining the SEN/D list and written records kept of actions taken and outcomes
- Liaison with parents of children with SEN/D
- Liaison with external agencies.
- Liaison with SENCo concerning INSET training for all staff
- Review meetings of SEN/D pupils where appropriate
- Line management of the Deputy SEN/D Manager and Learning Support Assistants
- Liaison with primary feeder schools when required.

#### **5. Supporting Pupils at School with Medical Conditions**

The school recognises that pupils 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 SEN/D and may have a Care Plan and/or an EHCP, which brings together their health and social needs as well as their SEN/D provision. Pupils at the RGS with medical needs have a Medical Care Plan, which is co-ordinated by Matron.

#### **6. Training**

The SENCo, SEN/D Manager, Deputy SEN/D Manager, LSAs, Heads of Year and others interested will be encouraged to go on relevant courses. Additionally training sessions for relevant staff on particular issues in SEN/D are carried out at the RGS; for example exam invigilators receive training on exam access arrangements and supporting SEN/D students in exams. The SEN/D Manager regularly liaises with other schools with regard to SEN/D issues. SEN/D staff also attend local liaison meetings with Specialist Teachers and staff from other schools.

## **7. Admissions**

Students with SEN/D are admitted to the school in a similar manner to other students, on the basis of meeting admissions criteria. Liaison visits to feeder schools help identify individual needs. The school admission form also encourages parents to pass relevant information to the SEN/D Department prior to their son's entry to the school. The SEN/D Manager will arrange to liaise with the student and the parents in order to ascertain whether the student's SEN/D 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.

## **8. Accessibility**

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 take into account:

- Any accessibility considerations in a boy's original SEN/D 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.

## **9. Monitoring and Review**

On an annual basis the school governors with responsibility for the SEN/D Policy will, together with the SENCo and the SEN/D 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.

## **10. Supporting Pupils and Families**

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

## **11. Complaints about the SEN/D Provision**

The School has a Complaints Procedure in place, published on the school website. In the first instance, all concerns should be addressed either to the SEN/D Manager or to the SENCo.