



SEND Policy

Date Agreed by the Governing Body	November 2021
Date to be reviewed	November 2022
Date of last review	November 2021
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	DPD

Special Educational Needs 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 (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 2021).

1. Aims

We seek to provide opportunities for all boys, regardless of age, disability, race, faith, or individual needs to develop all their talents to the full. The School's objectives in making provision for students with SEND recognise that all students, irrespective of abilities, are entitled to full access to a broadly based, balanced curriculum including the National Curriculum. All students are valued equally 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. The majority of students will have mild to transitory difficulties but some students will have longer term and more complex needs.

2. Defining Special Educational Needs (SEND)

A student at RGS has SEND 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 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 boy to perform to the best of their ability, being a selective school means that a student may not perform at the same level as his 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.

1. All areas of the school share responsibility for planning, monitoring and evaluating the progress of SEND students.
2. The educational needs of students 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 students 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 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.

3. Identification, Assessment and Provision of Special Educational 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 fit a student in to 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. 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 students 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 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.

(c) SEND 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)

Students with an EHCP have an LSA assigned to them as a key worker, 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 son and the terms of the EHCP.

(ii) Care Plans

Once a need for support has been identified, the student will be added to the SEND list and the SEND Manager ensures that a Care Plan is put in place. This Care Plan 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.

4. Co-ordinating and Managing Provision

Management Structure and Governance

- SENCo: Mr D Durning
The SENCo has overall responsibility for the SEND provision in the school and is a member of the Senior Team.
- SEND Manager: The SEND Manager is delegated the management and co-ordination of the SEND provision.
- Deputy SEND Manager: The Deputy SEND Manager is delegated to support the SEND Manager in the management and co-ordination of 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.

The SEND Manager will ensure the following takes place:

- The day-to-day operation of the school's SEND Policy
- Liaising with and advising class teachers
- Co-ordinating with the SENCo in managing the provision for students with SEND
- Care Plans are written and regularly reviewed
- 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 SENCo concerning INSET training for all staff
- Review meetings of SEND students where appropriate
- Line management of the Deputy SEND Manager and Learning Support Assistants
- Liaison with primary feeder schools when required.

5. 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 co-ordinated by Matron.

6. Training

The SENCo, SEND Manager, Deputy SEND 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 SEND are carried out at the RGS. The SEND Manager regularly liaises with other schools with regard to SEND issues. SEND staff also attend local liaison meetings with Specialist Teachers and staff from other schools.

7. Admissions

Students with SEND 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 SEND Department prior to their son's entry to the school. The SEND Manager will arrange to liaise with the student and the parents

in order 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.

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 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.

9. Monitoring and Review

On an annual basis the school governors with responsibility for the SEND Policy will, together with the SENCo and the SEND 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. BMA note: Has a SEND visit been arranged with the SEND governor?

10. Supporting Students and Families

The RGS policy and support framework is very much student-centred. At all stages, the students are involved and the school work closely with parents to support each pupil. 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.

11. Complaints about the SEND 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 SEND Manager or to the SENCo.