



TOWNLEY
EST 1937
GRAMMAR SCHOOL

Special Educational Needs and Disabilities (SEND)

Aims

The policy sets out Townley Grammar School's principles, approach and commitment to supporting students with Special Educational Needs and Disabilities (SEND) as outlined in the SEND Code of Practice (DfE, 2015). The policy is written by the Special Educational Needs and Disabilities Coordinator (SENDCo) in collaboration with the Deputy Headteacher.

1) Legislation and guidance

This policy is informed by the statutory Special Educational Needs and Disability (SEND) Code of Practice (DfE, 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014 sets out local authorities' and schools' responsibilities for Education, Health and Care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20) outlines the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010) outlines the school's responsibilities to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- The Governance Handbook outlines governors'/trustees' responsibilities for pupils with SEND.
- The School Admissions Code outlines the school's obligation to admit all pupils whose Education, Health and Care (EHC) plan names the school and its duty not to disadvantage unfairly children with a disability or with special educational needs.

2) Our commitment to Special Educational Needs and Disabilities

Townley Grammar School is committed to providing a high-quality education for all students, including those with special educational needs and disabilities. We believe all students are entitled to a broad and balanced academic and social curriculum which challenges everyone to achieve their full potential. It is important to note that our support plans are implemented to support the individual student to overcome the barrier to learning and not by a diagnosis of need or disability. By adopting this student-centred and holistic approach, the school aims to support the students during the early stages of identifying the best approach to investigate educational needs at that specific time formally. We are committed to working alongside parents/carers, outside agencies and, more importantly, the students to develop and implement support plans that reflect the voice of everyone involved.

Townley Grammar is further committed:

- To ensure that students with SEND engage in the school's activities with students who do not have SEND.
- Reduce barriers to progress by implementing the Local Authority's guidance for Quality First Teaching (Bexley Quality First Teaching and SEN Toolkit <https://www.bexleylocaloffer.uk/Services/5419>).
- To listen, respond and work with parents/carers and students in planning and reviewing the provision and the level of need.
- Ensure regular staff training that helps meet student needs.
- To support students with medical conditions to achieve inclusion in all school activities by speaking with health and social care professionals.
- To work in partnership with the Local Authority and other outside agencies to access support to meet the needs of all learners.
- To meet with parents/carers at least three times per year to review SEN support
- (one of these may be a parents' information evening).
- To plan, implement and review a support plan based on a student's needs in line with their SEND Status.
- To follow the School Admissions Code to ensure that admissions arrangements will not unfairly disadvantage a child with special educational needs or disability, either directly or indirectly.
- To use 'best endeavours' to secure special educational provision for students where required, that is "additional to and different" from that provided already within the differentiated curriculum, to respond effectively to the four broad areas of need listed below:

A) Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. Every child's SLCN profile differs, and their needs may change over time. They may have difficulty with one, some or all of the various aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

B) Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions, such as dyslexia, dyscalculia and dyspraxia.

C) Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated and displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

D) Sensory and/or physical

Some children and young people require special educational provision because they have a disability that prevents or hinders them from using the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habitation support.

Children and young people with MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Care and Support For Deafblind Children and Adults Policy Guidance published by the Department of Health (DfE, 2014). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3) Definitions

The definition of SEN and Disability from the SEND Code of Practice: 0-25 years (DfE, 2015) states:

Special Educational Need (SEN):

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provisions to be made for him or her. A child of compulsory school age or a young person 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.

Disability:

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 long-term and substantial adverse effects 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.

4) Staff consulted with in developing the SEND Policy 2023-24.

- SENDCo at Townley Grammar School: Mr N Swart
- Deputy Headteacher: Ms H Mitchem
- The Headteacher: Ms N Pandya
- The trustee for SEND: Ms K Maxwell

5) Responsibilities of staff

Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo at Townley Grammar School is Naas Swart (email address nswart@townleygrammar.org.uk)

The SENDCo will:

- Inform parents/carers that their child may experience difficulties with their learning and then liaise with them about the pupil's needs and any provision made.
- Work with the head teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to ensure pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on deploying the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential education providers to ensure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution, ensure that all relevant information about a pupil's SEN and the provision for them is sent to the appropriate authority, school or institution in a timely manner.
- Work with the head teacher and school governors to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps records of all pupils with SEND up to date and accurate.
- With the head teacher, monitor to identify any staff with specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development.
- With the Headteacher and deputy headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the senior leadership team and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The SEND Trustee

The governor overseeing SEND at Townley Grammar School is Ms Kelly Maxwell.

The SEND Trustee 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 throughout the academic year.

- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

- The Headteacher will:
- Work with the Deputy Headteacher, SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Deputy headteacher, SENDCo and school governors to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Have overall responsibility for and awareness of the provision for pupils with SEND and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students.
- Make sure that the SENDCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the Deputy Headteacher and SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA to review the provision available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Inclusion Support and Assistants

- Inclusion Support and Assistants will:
- Support students with SEND and the wider school community.
- Plan and deliver individualised programmes where appropriate.
- Assist with making individual plans for students as required.
- Contribute to the reviews, including Annual Reviews of students with Education, Health and Care Plans.
- Work with small groups in or out of the classroom under the direction of the class teacher or SENDCo.
- Offer a more bespoke support plan to students with EHCPs.

Teaching staff

Teaching staff will:

- Implement the Townley Grammar School's Teaching and Learning Toolkit.
- Implement the Townley Grammar School's Pastoral Support Toolkit when they are responsible for a form group.
- Devising strategies and identifying appropriate differentiated methods to enable all students to access the curriculum.
- Teaching, assessing and evaluating that takes account of the students' wide range of abilities, aptitudes and interests in their classes.
- Ensure students with special educational needs and disabilities, particularly those with Education Health and Care Plans, are considered in planning and teaching.
- Monitor the progress of students with SEND.
- Access information on students with SEND.
- Contribute to reports on Students with SEND when necessary.
- Raise concerns to SENCo through the school referral process.
- Attend CPD for SEND provided in directed time.

Parents/Carers

Parents or carers should inform the school of concerns about their child's progress or development. Parents or carers of a student on the SEND register will be offered opportunities to share information and express their views about their child's wellbeing, engagement and progress. Support plans will be coproduced, and the school will aim to write and implement the support plans to reflect the views of parents or carers.

They will be:

- Invited to termly meetings to review the provision that is in place for their child.

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given academic reports on their child's progress.
- The school will consider the views of the parent or carer in any decisions made about the pupil.

The students

Students will 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.

Collating student voice may include:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings whenever possible
- Giving feedback on the effectiveness of interventions
- The student's views will be considered in making decisions that affect them whenever possible.

Linked policies

- Admissions
- Accessibility
- Attendance
- Exam Access Arrangements
- Behaviour
- Anti-bullying
- Safeguarding