



TOWNLEY
— EST 1937 —
GRAMMAR SCHOOL

SPECIAL EDUCATION
AND
DISABILITIES POLICY

1. Introduction

This policy underscores Townley Grammar School's unwavering commitment to supporting all students, including those with Special Educational Needs and Disabilities (SEND). We firmly believe that all students, regardless of their individual needs, deserve a high-quality education.

2. Special Education Needs and Disabilities (SEND) and the Law

Townley Grammar School adheres to the guidelines outlined in the SEND Code of Practice (DfE, 2015) and relevant legislation:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 (Section 20)
- Public Sector Equality Duty (Section 149 of the Equality Act 2010)
- Governance Handbook
- School Admissions Code
- School Safeguarding policy
- School Attendance policy

3. Our Commitment to SEND

Our commitment is to provide a student-centred approach to supporting all students with SEND. We work collaboratively with parents/carers, outside agencies, and most importantly, the students. We aim to identify needs early on and develop support plans that reflect everyone's voice. This is achieved by implementing the Townley Grammar School Graduated Approach model, which guides the school and professionals in offering and delivering the right support at the right time to students. Additional support delivered by staff are strategically implemented to ensure that students benefit from research-driven interventions that are monitored, reviewed and adapted to ensure that the intended outcomes are achieved.

4. The SEND Framework

Townley Grammar School recognises the four broad areas of SEND defined in the SEND Code of Practice (DfE, 2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical

Townley Grammar School provides meticulously tailored support for students with needs in any of the four broad areas of SEND defined in the SEND Code of Practice. We understand that each student is unique, and we are committed to meeting their individual requirements. This personalised approach ensures that every student feels valued and understood.

5. Staff Roles and Responsibilities

Combined Leadership Team: The Headteacher, Deputy Headteacher, and SEND Trustee work together to:

- Develop the school's SEND policy and provision
- Ensure adherence to the Equality Act 2010 regarding reasonable adjustments
- Monitor the effectiveness of SEND support
- Allocate resources to support students effectively

6. SENDCo (Naas Swart, nswart@townleygrammar.org.uk)

- Liaises with parents/carers and staff to identify needs and plan support
- Coordinates provision for students with SEND, including those with EHCPs
- Advises on differentiated teaching methods and resource allocation
- Manages the SEND budget and collaborates with external agencies
- Ensures accurate record-keeping and training for staff on SEND
- Reviews and evaluates the effectiveness of SEND support
- Responsible for access arrangements and is the school's Appointed Assessor

7. Inclusion Support (Staff in the Pastoral and Student Hubs)

- Directly support students with SEND and contribute to their individualised programs
- Assist with reviews and offer more tailored support to students with EHCPs

8. Teaching Staff

- Implement differentiated teaching strategies to cater to all students' needs
- Monitor student progress and identify potential barriers to learning and wellbeing
- Collaborate with the SENDCo and access information on students with SEND
- Attend relevant SEND training sessions

9. Parents/Carers and Students

We encourage parents/carers and students to participate actively in their education journey. We involve them in:

- Decision-making: Sharing concerns, setting goals, and discussing support plans
- Communication: Regular meetings, reports, and updates on progress