



TOWNLEY
— EST 1937 —
GRAMMAR SCHOOL

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES
(SEND) POLICY**

1. Information

This policy highlights Townley Grammar School's strong commitment to supporting all students, including those with Special Educational Needs and Disabilities (SEND). We believe that every student, regardless of their individual needs, is entitled to a high-quality education. A strengths-based approach is integrated throughout all aspects of the school's provision. Therefore, a student does not need a diagnosis to access support from school staff.

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 and guidance, including:

- 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)
- Maintained schools: governance guide (DfE)
- Mental health and behaviour in schools (DfE)
- School Admissions Code
- School Safeguarding and Child Protection Policy
- School Attendance Policy

3. Our Commitment to SEND

Our commitment is to provide a student-centred approach to supporting all students who experience a barrier to learning and/or wellbeing by implementing the graduated cycle (assess, plan, do and review). 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 appropriate support.

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, which may include difficulties speaking, understanding, or communicating, as well as autism spectrum conditions.
- Cognition and learning, which may include mild learning difficulties (MLD), severe learning difficulties (SLD), or profound and multiple learning difficulties (PMLD), where children might need varying levels of support to access their learning, as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia, and dyscalculia.
- Social, emotional and mental health, 'which may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include challenging behaviour, as well as conditions such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.'

- Sensory and physical, which may include a physical disability (PD) which hinders their ability to access standard provision, this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI):

Townley Grammar School offers tailored support for students with needs across the four broad areas of SEND outlined in the SEND Code of Practice (DfE, 2015). We recognise that every student is unique, and we are dedicated to meeting their individual needs. This personalised approach ensures that each student feels valued and understood.

5. Staff Roles and Responsibilities Combined Leadership Team

The Headteacher, Deputy Headteacher, Assistant Headteacher: SENDCo and SEND Trustee work together to:

- Develop the school's SEND policy and strategic approaches to bring systematic changes to ensure the school's practices adapt to the educational and social, emotional and behavioural needs of the students.
- Ensure adherence to the Equality Act 2010 regarding reasonable adjustments
- Monitor the effectiveness of SEND support across curriculum areas.
- Ensure that the necessary resources to support students effectively are sourced and financed appropriately.
- To ensure that staff receive timely and research-informed support and training to deliver the proper support at the right time to students with long-term or temporary barriers to learning, wellbeing and/or physical health.

6. Assistant Headteacher: SENDCo and Deputy SENDCo

- **SEND is overseen by Mr Swart (Assistant Headteacher: SENDCo)**

Email: senco@townleygrammar.org.uk

- **Deputy SENDCo: Mrs Greener**

Email: senco@townleygrammar.org.uk

Together, the team:

- Liaises with parents/carers and staff to identify needs and plan support.
- Conduct Annual Review meetings with parents/carers and students with EHCPs.
- Collaborate with parents/carers and students when there is a need to apply for an EHC Needs Assessment.
- Provide termly updates to the Senior Leadership Team on matters relating to special educational needs and additional provision.
- Liaise with parents/carers and students when there is a need to process a referral to outside services following the internal implementation of the graduated approach cycle (assess, plan, do and review) to address observed behaviours associated with social, emotional and behavioural difficulties.
- Deputy SENDCo provides guidance and support to Learning Managers to create student-centred Provision Plans.
- Deputy SENDCo monitors the implementation of Provision Plans and reviews the impact with Assistant Headteacher: SENDCo, Learning Managers, Heads of Department, families and students.
- Coordinates provision for students with SEND, including those with EHCPs.

- Advises on adaptive teaching methods and resource allocation.
- Manages the SEND budget and collaborates with outside agencies.
- Ensures accurate record-keeping and training for staff on SEND.
- Reviews and evaluates the effectiveness of SEND support with Learning Managers, Heads of Department and the Senior Leadership Team.
- Assistant Headteacher is responsible for overseeing access arrangements and fulfils (within available capacity) the role of being the school's Appointed Assessor.

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

- Directly support students with SEND and students who may not have a diagnosis of need but present behaviours which may indicate a learning or social emotional mental health need
- The team makes contributions to students' individualised programmes.
- Assist with reviews and offer more tailored support to students with EHCPs.
- Assist in collecting information for meetings with outside services and parents/carers.

8. Teaching Staff

- Learning Managers are responsible for Provision Map Review Meetings with the relevant parent(s) or carer(s) and individual students.
- Each Learning Manager ensure that they accurately capture teachers' observations, student and parental voice in preparation for and during the review meetings.
- The Deputy SENCo supports the Learning Manager to update the Provision Plans.
- The Assistant Headteacher will quality assure the Provision Plans.
- Strategically and consistently implement the Focus 5 and the Teaching and Learning Toolkit to inform planning and teaching practices.
- Implement adaptive teaching strategies to meet all students' sensory, psychological and social needs.
- To implement Provision Plans for students on the Special Educational Needs Register.
- To adapt their teaching to address any gaps in outcomes data between students with and without special educational needs.
- Monitor student progress and identify potential barriers to learning and wellbeing.
- Collaborate with the Deputy SENCo and Assistant Headteacher: SENCo and access information on students with SEND available on Arbor.
- Communicate promptly any concerns of a student's learning and wellbeing before, during and after departmental support is implemented.
- Attend all SEND training sessions.

Early Identification of Needs (see appendix A for visual flowchart)

Teachers will make regular assessments of progress for all students to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the student's previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- Stagnates, slows down, or widens the attainment gap.

This identification process is holistic; it includes progress and development in areas other than academic attainment, such as social, emotional, and physical needs.

Transitions and New Students For students joining the school, we will work proactively with external agencies and previous settings to gather relevant information if:

- Their previous setting has already identified that they have SEND.
- They are known to outside agencies.
- They have an Education, Health and Care Plan (EHCP).

The Role of Quality First Teaching When a teacher identifies gaps in learning or differences in progress, their first response is to deliver targeted support to address the area of difficulty through high-quality, adaptive teaching. The foundation of any additional provision is Quality First Teaching, and the majority of the school's resources are invested in this area.

If progress does not improve despite this targeted support, the teacher will raise the concern with the Assistant Headteacher: SENDCo to discuss whether this lack of progress may be due to a special educational need.

Determining the Need for Support Discussions about out-of-class support are held through a holistic lens with a clear focus on the student's strengths as well as their areas of difficulty. When deciding whether special educational provision is required, the school will:

1. Identify desired outcomes and expected progress.
2. Utilise the school's Graduated Approach (Assess, Plan, Do, Review).
3. Incorporate the views and wishes of the student and their parent(s) or carer(s).
4. Review information from outside professionals where relevant.

The school uses this approach to determine if the student's needs can be met by adapting the universal offer (the standard teaching available to all students) or if "additional and different" provision is required.

Defining SEND Status It is important to note, as stated in the SEND Code of Practice (DfE/DoH, 2015: 6.23), that limited progress and lower attainment do not automatically mean a student acts as having SEND.

However, where the Assistant Headteacher: SENDCo identifies that the student has an additional need, and the school is making provision which is additional to and different from what is normally available, the student will be recorded as having SEND.

Monitoring and Provision Plans Students with SEND may undergo more frequent assessments. The purpose of this detailed assessment is to identify what additional resources or different approaches are required to enable the student to make better progress. These strategies will be:

- Shared with parents and carers.
- Written into SEND Provision Plans.
- Regularly reviewed, refined, and revised.

Teachers will be kept informed throughout this process, and training will be delivered to ensure all provision is of a high quality.

The Graduated Approach: Assess, Plan, Do, Review

Where a student is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four-part cycle known as the Graduated Approach.

Through this cycle, earlier decisions and actions are revisited, refined, and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

1. Assess

The class teacher(s), working with the Assistant Headteacher: SENDCo/Deputy Headteacher, will carry out a clear analysis of the student's needs. This assessment will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments (where relevant).
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

2. Plan

Where it is decided to provide a student with SEND support, the parents must be formally notified. The relevant staff member, which can include the Learning Manager, Head of Department, and the Assistant Headteacher: SENDCo/Deputy SENCO will agree in consultation with the parent(s) or carer(s) and the student the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review.

All teachers and associate staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be recorded on the school's information system and the student's Provision Plan.

3. Do

The class or subject teacher remains responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They will work closely with any appropriately qualified staff member involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Assistant Headteacher: SENDCo will support the class or subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

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.

- The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parent(s) or carer(s).
- The class teachers, working with the Assistant Headteacher: SENDCo, will revise the support in light of the student's progress and development.
- Decisions on any changes to the support and outcomes will be made in consultation with the parent and student (and outside service if applicable).

This review process feeds back into the assessment of the student's needs, starting the cycle again. Hence, the approach is cyclical and 'graduated', becoming more detailed and specialist over time as we understand more about what helps the student to learn.

9. Parents/Carers and Students

We encourage parents/carers and students to actively participate in their educational journey.

We involve them in:

- Decision-making: Sharing concerns, setting goals, and discussing support plans.
- Communication: Regular meetings, engage in discussions with school reports, access arrangements, and provide updates on academic progress and matters associated with social, emotional, mental health and behavioural difficulties.

Glossary

Access arrangements refers to the reasonable adjustments made for candidates with a disability, special educational need, or temporary injury to ensure they can access assessments and demonstrate their knowledge and skills without being put at a substantial disadvantage (e.g. extra time, scribes, or modified papers).

Annual review: An annual meeting to review the provision, needs, and outcomes set out in a student's Education, Health and Care (EHC) plan.

Area of need: The four broad areas of need describe the different types of needs a student with SEND can have. These are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

EHC Needs Assessment: The statutory assessment is the first step on the way to securing an EHC plan. The Local Authority will carry out an assessment to decide whether a child needs an EHC plan.

An **Education, Health and Care Plan** is a legally binding document that sets out a child's needs and the provision that will be put in place to meet those needs.

First-tier Tribunal (SEND Tribunal) An independent legal body where parents can appeal against Local Authority decisions about EHC needs assessments or plans, and make claims of disability discrimination against schools.

Graduated approach A model of action and intervention in schools and colleges to help children and young people who have Special Educational Needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. It takes the form of a four-part cycle: Assess, Plan, Do, Review.

Intervention A short-term, targeted teaching strategy or programme with a specific outcome in mind, designed to help a student close a learning gap.

Local Offer Information provided by the Local Authority which explains what services and support are available for children and young people with SEND in the local area.

Outcome The benefit or difference made to an individual as a result of an intervention. These do not always have to be related to academic attainment (e.g. they could be social or physical).

Reasonable adjustments Changes that the school must legally make to remove or reduce any disadvantages faced by a student due to their disability (as defined by the Equality Act 2010).

SEN Special Educational Needs. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

SEND Special Educational Needs and Disabilities.

SEND Code of Practice The statutory guidance (2015) from the Department for Education and the Department of Health that schools, Local Authorities, and health bodies **must** legally follow to support students with SEND.

SEND Information Report A report that schools are legally required to publish on their website and update annually. It explains how the school's SEND policy is being implemented and how the school supports students with SEND.

SEND support The system of support for students with SEND who do not have an Education, Health and Care (EHC) plan. It replaces the older categories of 'School Action' and 'School Action Plus'. It follows the **Assess, Plan, Do, Review** cycle.

SENDCO (or SENCO) The Special Educational Needs and Disabilities Coordinator. This is a qualified teacher designated by the school to oversee the day-to-day operation of the SEND policy and coordinate specific provision for students with SEND.

Transition When a student moves between years, phases (e.g. primary to secondary), schools, institutions, or life stages (e.g. education to employment).

10. Complaints Procedure

If parents/carers have concerns about SEND provision:

1. Contact the Assistant Headteacher: SENDCo (Mr Swart) directly to resolve the issue informally.
2. If the issue remains unresolved, follow the school's formal Complaints Policy (available on the website).