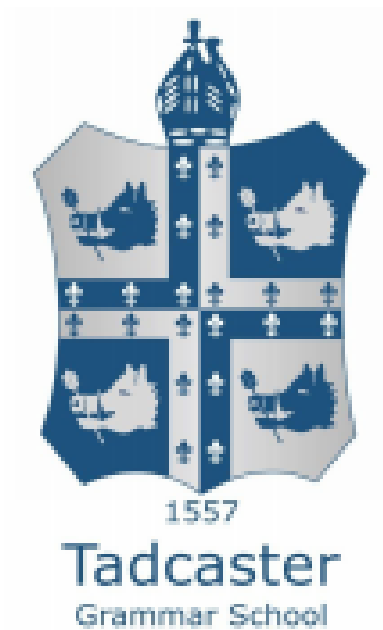


# TADCASTER GRAMMAR SCHOOL



## Special Educational Needs & Disability Policy

Adopted by the TGS Governing Body	SEP 23
Review Date	SEP 24

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Teacher Standards 2012
- Safeguarding Policy
- Accessibility Plan
- Tadcaster Grammar School Exam Arrangements Policy 2021

**This policy was created by the Assistant Headteacher, SENCo, Assistant SENCo in liaison and training with staff, governors and consultation with parents of students with SEND.**

The school's Assistant Headteacher, Mrs Melanie Carroll is a qualified teacher of English and holds a postgraduate qualification in 'Coordinating Provision for Students with Learning Difficulties'.

The school's SENCo (maternity), Ms Dawn Naylor is a qualified teacher of Design & Technology and an experienced practitioner in pastoral care and vulnerable learners.

The school's Assistant SENCo, Mr John Fox, with responsibility for Dyslexia provision, is an experienced practitioner of pastoral care and has a Masters degree in Education.

The school's Student Development Centre Manager, Mrs Katy Baron, is the school's Co-ordinator for Inclusive Education.

The school utilise the services of a Dyslexia specialist and exam arrangement assessor, Mrs Sue Campbell and an Educational Psychologist, Dr Clare Stephens who work a number of days a year supporting specialist areas of SEN.

# **Tadcaster Grammar School SEND Policy**

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## **1. OUR VISION AND VALUES**

At the heart of Tadcaster Grammar School's 'Vision and Values' is our commitment to ensure the 'best support for each student', offering them the 'right curriculum experience' and ensuring the highest expectations, with no limitations'. Indeed, we promote the following core values for our students:



**OUR VISION**

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**BE YOUR BEST SELF**

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**CORE VALUES**

<p><b>Ambition</b></p> <p>To have a desire to achieve success.</p>	<p><b>Resilience</b></p> <p>To show a determination to achieve success.</p>
<p><b>Responsibility</b></p> <p>To take ownership of our actions.</p>	<p><b>Respect</b></p> <p>To be considerate to ourselves and others.</p>

**Tadcaster Grammar School**

We strive to inspire our students to achieve their best; to develop bounce-back ability, to champion themselves and each other, whilst seeing learning as an exciting journey that they will continue throughout their life.

Tadcaster Grammar School is proud of its highly inclusive ethos and commitment to offer, with the compatible use of resources, an inclusive curriculum to ensure every student, irrespective of need, receives the best education and has high aspirations for their own future. Tadcaster Grammar School has been recognised as an attachment and trauma-informed school, winning the secondary category in the national Attachment Research Community Awards (Nov 2022) as well as 'an ambitious curriculum for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND)' (Ofsted, October 2022) which is achieved through personalisation rather than normalisation; a relentless endeavour to challenge and remove barriers to learning whenever possible in a mainstream provision.

We believe passionately in the limitless potential of all our students and we strive to ensure that every student is successful in achieving their own personal goals through appropriate support and intervention.

The well-being, personal development, progress and success of every child at Tadcaster Grammar School is of the greatest importance:

<b>Students first</b>	All of our decisions, whether strategic or operational, should put the needs of students first.
<b>High expectations - no limitations</b>	We do not prejudice potential by preconceptions about individuals or groups of students.
<b>The right curriculum experience for each student</b>	We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.
<b>The best support for each student</b>	Students are individuals with their own needs and requirements; our care and pastoral support systems should reflect this.

## Expectations

The TGS SEN Policy fits within our STARMAT SEN Policy framework.

Tadcaster Grammar School contributes to the North Yorkshire Local Offer

<https://www.northyorks.gov.uk/send-local-offer>

The Local Offer is a statutory requirement on the LA to publish in one place a summary of all the educational, health and social services support available within the authority.

A copy of Tadcaster Grammar School's SEN Information Report in compliance with the SEND Code of Practice 2014 (6.79) is available on the school's website and this report will be updated annually at the start of a new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

"High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

CoP 1.24

## **2. AIMS AND OBJECTIVES**

To ensure that any students with Special Educational Needs are assisted and supported in overcoming barriers so as to enable them to fully access the curriculum, suited to their needs and achieve their potential.

### Objectives

- To identify and provide for students who have special educational needs (SEN) and recognised educational needs (REN);

- To work within the guidance provided in the SEND Code of Practice 0-25 (September 2014);
- To provide support and advice for all staff working with students with special educational needs and recognised educational needs.

### **3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

#### **Definition of SEN**

‘A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.’ CoP 2014

Students identified as having a SEN fall into one of two categories:

#### **i) SEN Support**

These students are identified as having special educational needs that may be within one or more of four broad areas of need, and they require long term adjustments or interventions in addition to wave 1 quality first teaching in mainstream classes:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a student into a category. When reviewing a child’s needs, a holistic, ‘whole-child’ view is considered – not just their special educational needs.

#### **ii) Statements / Education, Health and Care Plans (EHCPs)**

- A minority of students will have an Education Health and Care Plan which sets out the need and the arrangements needed to support that student in school.

#### **Definition of REN**

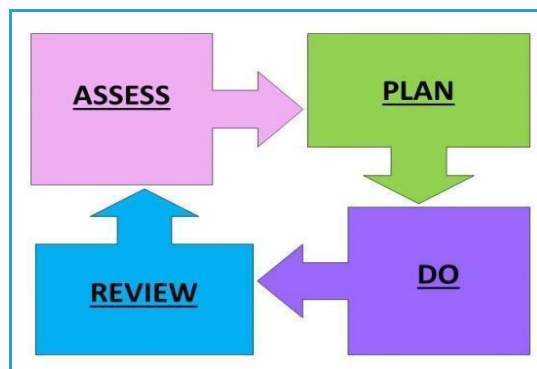
Students who have a recognised disability or learning difference but who do not require additional or different provision as their needs can be met through high quality teaching in the classroom and wave 1 quality first provision.

#### **Identification of Need – Transition and Transfer**

- Typically through routine transition data collections, visits to the feeder primary school, transitional review meetings (where appropriate), student induction days, information from involved support services and the Tadcaster Grammar School Open Morning.
- For students transferring from out of catchment, mid-term or joining the school after Y7, information is requested from parents, students, external agencies (if applicable) and the previous school.
- For students identified during their educational career at Tadcaster Grammar School, base line data and any necessary additional testing is completed and gathered.

#### **4. THE GRADUATED APPROACH TO SEN SUPPORT**

The provision at Tadcaster Grammar School is based on the **graduated approach** cycle of :



The first step in responding to students who have or may have SEND is high quality-first teaching which is differentiated. Teachers are responsible and accountable for the progress and development of all students in their class. Where a concern is raised about a student in class the first step is for the subject teacher to assess the student's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher's response should follow the 'assess, plan, do, review' structure. The SENCo, Assistant SENCo and specialist teachers work with faculties and individual teachers to support quality first teaching strategies.

**Intervention and support cannot compensate for lack of good teaching. High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs.**

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through a variety of means including: Pastoral Meetings, Senior Leadership Meetings; department review meetings; learning walks (observing progress of students in class); book trawls (reviewing feedback and student progress); and other quality enhancement measures.

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then timely short term interventions may take place through the pastoral system (the form tutor, Head of Year or Learning Support Team), concerned departments/Learning Support Team.

If the problem remains unresolved after a range of appropriate support strategies have been tried, then the subject teacher, form tutor or Head of Year will seek the advice of the SENCo or other specialists within the Pastoral Team or Learning Support Team who will work collaboratively with the teacher, the child and the family to identify if the child needs additional or different support.

#### **5. MANAGING STUDENTS' NEEDS ON THE SEN REGISTER**

The provision for students with SEN continues to be underpinned by the **graduated approach** cycle.

All students with SEN are allocated a **Lead Professional** from the Pastoral Team who work in conjunction with the form tutor to:

- Be main point of contact and main liaison for parents and families;
- Review student's academic progress and attendance regularly;

- Review student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;
- Monitor relevant student documents (Student Support Plans, Health Care Plans etc.);
- Attend relevant meetings;
- Liaise with or refer to outside agencies, as required;
- Share key information with other staff, pastoral updates and Stay-Safe lists, as required;
- Meet with student and parents, as required;

Information about students with SEN is recorded on BROMCOM, the SEN register and through personalised Student Support Plans (known as Student Profiles).

The school uses funding to offer some of the following **internal support provision**:

- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response to concerns raised about a student.
- In-class support
- Small English and Maths Classes
- Literacy intervention (The Reading Intervention Programme, Units of Sounds, Trugs, Write Stretch Programme, Reading Leaders, Black Sheep Press and specialist tuition)
- Numeracy intervention (Catch- Up Maths)
- IT resources (laptops & chromebooks)
- Structured activities at break or lunchtime in the Student Development Centre
- Social Skills/Nurture groups and CBT programmes
- Personal care
- Exam arrangements (in line with the Joint Council for Qualifications guidance).
- Anxiety and wellbeing (Solution Focused Therapy, Anxiety Gremlin as well as the Mindfulness in Schools Project (MISP) in Year 7.

## **Monitoring, Evaluation & Assessment**

### **1. SEN Support**

- All students placed on an academic intervention programme are assessed before and after the programme in order to ascertain the progress they have made. Once a student has been reassessed the decision is taken as to whether more support is needed or not.
- Whole school data collections provide an opportunity for SLT and governors to review progress of students with SEN in relation to their predicted target grades.



- Achievement, teaching & behaviour data is reviewed by Heads of Year and curriculum team leaders at the end of every report cycle. This data is influential in determining what interventions may be needed to support underachieving students and those students identified as SEN.

**Most needs in relation to SEND can be met within mainstream settings  
out of school's own resources**

If a student identified as having special educational needs is making little or no progress through the 'assess, plan, do, review' approach which would be offering both quality teaching and targeted provision, school staff will seek external support. At this stage, external support services are required to help school develop interventions aimed at addressing continuing barriers to achievement.



## **External Support**

The Learning Support Team and Pastoral Team work routinely with outside agencies which offer specialist support staff who work together to provide advice and support to schools and settings to enable them to meet the needs of children and young people with SEND. These can include specialist staff from:

- Communication and interaction (autism and speech, language and communication needs, CAMHS);
- Cognition and learning (e.g. specific learning difficulties, dyslexia, dyscalculia);
- Sensory and physical (hearing impairment, visual impairment, physical and medical needs); and
- Social, emotional and mental health (CAMHS)

We also work closely with our MAT Educational Psychologist, Clare Stephens, Helen Smith from Just B and the Wellbeing in Mind team.

## **Monitoring, Evaluation & Assessment**

### **2. Statutory Assessment**

- If a student continues to make less than expected progress despite evidence-based support and interventions that are matched to the student's area of need, and the involvement of specialist services, the school may consider a referral for a statutory assessment of education, health and care needs. This may lead to the issue of an Education, Health and Care (EHC) Plan which will set out needs and the provision required to meet those needs.

### **3. EHCPs**

- An annual review of an EHC Plan is carried out within 12 months of the previous review. Support arrangements are discussed with parents and the student to ensure resources are being used to maximum effect.

### **6. CRITERIA FOR EXITING THE SEN REGISTER**

Following a review, it may be agreed that a student no longer needs to be included on the SEN register. This may be based on information from subject teachers and outside agencies that show that the student is making expected levels of progress and that their needs can be met through quality-first teaching. When this happens, the student's name will be removed from the SEN register. In most cases, a student would now be identified as having recognised educational needs, which can be met through high quality teaching and 'reasonable adjustments'. Parents will be informed and the student will continue to be monitored by the process of assess-plan-do-review.

### **7. SUPPORTING STUDENTS AND FAMILIES**

Further information and advice on meeting SEND in schools is available from the government through the SEND Code of Practice 0-25 (September 2014)

Close home-school liaison is key to an effective partnership and mutual support. Home/School Links include:

- Parents' evenings
- Induction evening
- Parent workshops
- EHCP Review Meetings
- Individual arrangements where appropriate and depending on need
- Letters, phone calls and use of the planner are on-going, parents are encouraged to contact the school

If parents or carers have any concerns; usually the first point of contact is the form tutor or Lead Professional.

### **8. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

Tadcaster Grammar School recognises that students at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Students with medical conditions are supported by the schools' SENCO and staff who have First Aid qualifications, including our Lead First Aider. The Lead First Aider, alongside the Learning Support Team monitors the medication, Epipens and inhalers which are kept on site. The Lead First Aider liaises with parents if and when medication, Epipens and inhalers need to be replaced. Staff are given advice and strategies on how best to support any pupils with medical conditions and receive annual training on how to deal with allergies.

### **9. MONITORING AND EVALUATION OF SEND**

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures.

The SENCO liaises with the SEND Governors to give an update on SEND issues. Reviews are also conducted for those pupils on the SEND register with the Lead Professional and or the SENCo. All parents are invited to speak with the SENCo and Assistant SENCo at Parents' Evenings as another opportunity to talk about the SEN provision for their child.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

## **10. TRAINING AND RESOURCES**

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all students, training for staff is identified and planned through the school's Continuous Professional Development Programme and through the school's self-evaluation process.

New staff undertake induction on taking up a post at Tadcaster Grammar School and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.

During the initial training days at the start of the academic year the SENCo shares important information regarding students with SEN to the whole school staff. The SENCo gives strategies on how to best support these students and also links to find further information.

The school's SENCo regularly attends the North Yorkshire Local Authority's SENCo Network meetings, and STAR MAT SEN meetings in order to keep up to date with local and national updates in SEND.

We also run parent workshops where the focus is on home / school collaboration to maximise the impact of many interventions being delivered in school.

## **11. ROLES AND RESPONSIBILITIES**

**Every teacher is a teacher of every child or young person including those with SEN.**

Name	Role	Contact Details
Dawn Naylor	SENCo	d.naylor@tgs.starmat.uk
John Fox	Assistant SENCo	j.fox@tgs.starmat.uk
Melanie Carroll	Assistant Headteacher: Personal Development	m.carroll@tgs.starmat.uk
David Gluck	Governor (with responsibility for SEN)	d.gluck@tgs.starmat.uk
Nick Styles	Governor (with responsibility for SEN)	n.styles@rs.starmat.uk
Sue Quirk	Governor (with responsibility for SEN)	s.quirk@tgs.starmat.uk

Key Responsibilities of the SENCo and Assistant SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND

- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Being a key point of contact with external agencies, especially the LA and its support services
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- Liaising with a range of professionals
- Ensuring the school keeps the records of all students up to date.
- Monitor, review and evaluate policy

Key Responsibilities of the Year Leader Team include:

- having an overview of every student, including those with SEN, in their year group
- acting as a Lead professional for designated students
- monitoring the implementation of the SEND policy,
- ensuring discussion of SEND students at departmental/Year meetings/pastoral meetings,
- liaising with the SENCO in relation to parent concerns.

Key Responsibilities of the Curriculum Team Leader

- ensuring accessible schemes of learning and programmes of work
- raising initial concerns at departmental/faculty meetings,
- monitoring individual progress and set appropriate student targets
- meeting with parents and other agencies when appropriate.

Key Responsibilities of the Governing Body

- reporting annually on the policy,
- ensuring the policy is stated in the prospectus and school handbook,
- doing their best to ensure that SEND provision is made as appropriate;
- nominating a Governor responsible for Special Educational Needs.

**12. STORING AND MANAGING INFORMATION**

The school complies with statutory requirements regarding storing and managing information and Data protection.

**13. REVIEWING THE POLICY**

The SEND Policy and SEN Information Report are reviewed annually and more frequently if legislation, guidance or practice changes.

**14. ACCESSIBILITY**

The school complies with statutory requirements. Please see the Accessibility Plan for further information.

**15. DEALING WITH COMPLAINTS**

The Governing Body will make the following arrangements for the treatment of complaints from parents of students with SEN concerning the provision made by the school:

- In the first place, complaints should be directed to the SENCo or Lead Professional.
- If the complaint is not resolved to the satisfaction of the parent or SENCo/Lead Professional it will be directed to the Headteacher.
- If the complaint is not resolved it may be necessary - and parents have the right to ask for - an examination of the complaint by the Governing Body.
- If the complaint is not resolved, parents may ask for it to be investigated by the Local Authority.

## **16. BULLYING**

At Tadcaster Grammar School, all forms of bullying are unacceptable and will not be tolerated. Every student has the right to be safe and happy in school, and to be protected when feeling vulnerable.

For more information please see the Anti-Bullying policy.

End of document