

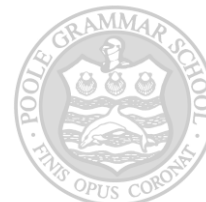


SEND policy and information report

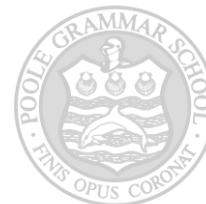
Version	Date	Author	Review Date
v4.00	6 th December 2023	Mrs K. Etheridge	November 2024
Authorised by:		Dr A. Smith	

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1 Policy Statement

Poole Grammar School is an inclusive community that welcomes and supports students with special educational needs and disabilities (SEND).

Poole Grammar School provides all students with any SEND the same opportunities as others at school.

We will help to ensure that all students with any SEND can:

- Thrive at school
- Fully access the curriculum
- Be healthy
- Stay safe
- Enjoy and achieve their potential
- Make a positive contribution to school life

Poole Grammar School aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage personal responsibility and personal fulfilment so that all students attain their maximum potential. The school is dynamic and works with the community to prepare its students for life-long learning and adult independence.

Poole Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible, this may include making reasonable adjustments.

Poole Grammar School is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children, Keeping Children Safe in Education, Safeguarding risks associated with this policy: It is recognised that students with SEND are at greater risk than other students of abuse. This policy must be read and implemented in conjunction with the
- Child Protection and Safeguarding Policy.

Poole Grammar School makes sure all staff understand their duty of care to children and young people with SEND.

All staff understand the SEND needs of the students at this school. Staff receive training on the impact SEND conditions can have on students, and in how to deliver quality first teaching.

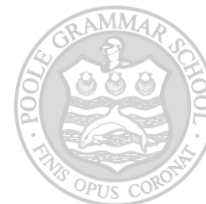
There are many factors which may impact on students' progress and attainment. Such impacts may be related to attendance and punctuality, being in receipt of Pupil Premium or due to factors related to the language spoken in the home (which may not be English). We are committed to ensuring that all students have access to learning opportunities, and for those who have a barrier to learning or are unable to make sufficient progress, we will intervene. This does not mean that all vulnerable students have SEND. Only those with a recognised and evidenced leaning difficulty that requires special educational provision will be identified as having SEND.

The named member of Poole Grammar School staff responsible for this SEND policy & its implementation is: **Mrs Katie Etheridge. Deputy Headteacher – Pastoral, SENDCo, DSL.**

Within this policy the term "parent" implies any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

The term "school" refers to Poole Grammar School.

The term "student" implies any child/young person on roll at Poole Grammar School.



2 Aims

Our SEND policy and information report aims to set out:

- › how our school will support and make provision for students with special educational needs and disabilities (SEND)
- › the roles and responsibilities of everyone involved in providing for students with SEND
- › how we ensure effective and timely identification of students requiring SEND provision
- › how we work in close partnership both with students identified with special educational needs and with their parents/carers to make special provision for their particular needs.
- › what we do to ensure that all students with SEND can participate and have access to the full range of school activities within the constraints of available resources
- › how our school continues to develop relationships with outside agencies to support SEND students effectively
- › how we deploy SEND resources effectively and the processes we use to effectively track and monitor the progress for SEND students
- › our process for making referrals where appropriate to the Specialist SEND service at the local authority in order to gain more in-depth specialist knowledge and advice

3 Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

4 Definitions

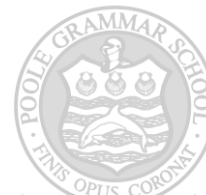
A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age with quality first teaching and learning by mainstream schools. This would require input that is 'additional to or different from' the usual way of working, and requires alternative provision.

There is no statutory definition of 'Medical Conditions' but the implication of the legislation is that students must not be disadvantaged in the provision of education if they require support or special procedures due to a medical problem which may be long term, short term or include a disability (if the latter, The Equality Act 2010, also applies). The requirement not to be disadvantaged does not apply if there is an infectious disease that could be dangerous to any student or staff member. A student with a medical condition may have an



Individual Healthcare Plan (IHP). Students with medical conditions who are finding it difficult to keep up with their studies are referred to the SENDCo.

5 Roles and responsibilities

5.1 The SENDCo

The SENDCo is Mrs Katie Etheridge, etheridgek@poolegrammar.com

The SENDCo will:

- › Work with the Headteacher and SEND 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 provision made to support individual students with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Co-ordinate the liaison with previous education providers when students are enrolling at the start of the academic year
- › Liaise with the current education providers before a student enrolls as an in-year transfer arrival
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all students with SEND up to date

5.2 The SEND governor

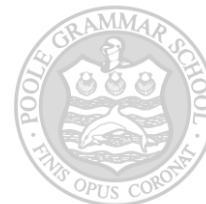
The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.3 The Headteacher

The Headteacher will:

- › Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability



5.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every student in their class
- › Working closely with any Learning Support Assistant (LSA) or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

6 SEND information report

6.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD) Conduct Disorder and Challenging behaviour
- › Sensory and/or physical needs, for example, cerebral palsy, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate and multiple learning difficulties

6.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and 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
- › widens the attainment gap
- › indicates they struggle in any way with communication or organisation that impacts learning on a regular basis

This may include progress in areas other than attainment, for example, social needs.

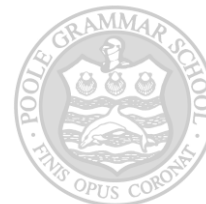
Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Further to this we have specialist teacher Mrs K. Al-Soufi who will assess students processing and handwriting speeds.

6.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether a special educational provision is needed. These conversations will make sure that:

- › everyone develops a good understanding of the student's areas of strength and difficulty



- › we consider the parents' concerns
- › everyone understands the agreed access arrangements and/or reasonable adjustments sought for the student
- › everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support, and they will be given an ILP.

6.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The SENDCo will carry out a clear analysis of the student's needs. This will draw on:

- › teachers' assessments and experiences of the student
- › a specialist teacher's assessment of processing and handwriting speeds (where appropriate)
- › the student's previous progress and attainment / behaviour
- › the student's development in comparison to their peers and national data
- › the views and experience of their parents
- › the student's own views
- › advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support needed to be provided, and any teaching strategies or approaches that are required. The SENDCo will regularly review the effectiveness of the support and interventions, and their impact on the student's progress. LSAs will also monitor student progress and will communicate with parents.

6.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

We invite students for induction visits before starting at Poole Grammar School.

When moving from our main school to sixth form we ensure that the student's course teachers are fully aware of the support needed.

We offer careers guidance, and preparing for adulthood support where appropriate, throughout a student's time at Poole Grammar School.

6.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. Quality-first teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- › Exit cards – providing a reasonable adjustment allowing a student to exit the classroom environment to access student support including our Emotional Literacy Support Assistant (ELSA) provision
- › Organisational support sessions
- › Homework support sessions
- › LSA one to one and/or support in lessons, including the provision of a practical assistant where needed
- › Subject interventions with subject specialist teacher in smaller groups and/or one to ones



- › Laptop provisions where handwriting legibility and/or speed are having a detrimental effect
- › Bespoke timetables
- › Support given in Study Centre, Bryson Base, Hub or sixth form student support.

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- › Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, one to one work, teaching style, content of the lesson, etc.
- › Provision of supervised rest breaks during exams and in-class assessments and/or a smaller/individual room for examinations
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured reading rulers, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, providing an advanced list of key vocabulary, reading instructions aloud, providing writing frames, print-outs of presentations / work to be copied down from the board etc.

6.8 Additional support for learning

We have 9 LSAs who are trained to deliver interventions such as practical assistance, scribe, supervised study, inclusion support and in-class provision.

LSAs will support students on a one to one basis when they have a physical disability requiring a practical assistant and/or scribe, when a student is overwhelmed, when a student struggles to cope with the classroom environment and requires the support of an LSA in the classroom.

LSAs will support students in small groups when they require organisational support or inclusion support in order to return to the classroom environment.

We work with the following agencies to provide support for students with SEND:

- › BCP Council (LA – students living in the BCP conurbation)
- › Dorset County Council (DCC) - (LA – students living in the DCC conurbation)
- › Child and Adolescent Mental Health Services (CAMHS)
- › NHS Community Paediatrics
- › Hearing and Vision Support Services provided on behalf of BCP and Dorset County Councils
- › NHS Children's Therapy Services

6.9 Expertise and training of staff

Our SENDCo is also a member of the Senior Leadership Team (SLT), Deputy Headteacher – pastoral, responsible for whole school wellbeing and is the school's mental health lead, she is also the schools' Designated Safeguarding Lead (DSL).

We have a team of 9 LSAs, including 2 higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

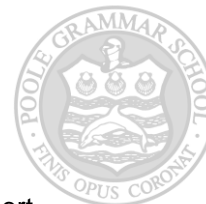
In the last academic year, staff have also been trained in student support and behavior management interventions.

We use specialist ELSAs, we also have an in-school counsellor.

6.10 Securing equipment and facilities

Our SEND department has four dedicated facilities in school:

- The Bryson Base – our SEND student support hub, this facility is for any student requiring support including those with SEND.



- The Hub – our support hub, this facility is for any student requiring inclusion support.
- Study centre – our student study centre offers supervised study support to sixth form students and main school students who have been disapplied, for a variety of reasons including SEND, from subjects.
- Sixth-form study for sixth-form SEND

6.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- › Reviewing students' individual progress towards their goals each term
- › Reviewing the impact of interventions after 12 weeks
- › Using student questionnaires
- › Monitoring by the SENDCo, specialist teacher and LSA team
- › Holding annual reviews for students with EHC plans
- › Annually reviewing students' Individual Learning Plans (ILPs)

6.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students within the constraints of available resources, including our before and after-school clubs.

All students are encouraged to go on relevant residential trip(s) to a variety of locations.

All students are encouraged to take part in our enriching program of extra-curricular activities during their time at Poole Grammar School.

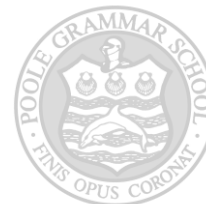
All reasonably practicable adjustments will be made for SEND students taking part in these activities, in order to prevent a student not being able to take part due to their SEN or disability.

- Arrangements for the admission of disabled students, i.e.
 - All students whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated if they meet the required entrance standards criteria
 - Our oversubscription criteria that prioritise students with disabilities if they meet the required entrance standards criteria
- Our Anti-bullying Alliance takes steps to prevent disabled students from being treated less favourably than other students
- We provide our student support hub, the Bryson Base, and 9 LSAs to help disabled students access all our school has to offer. We make reasonable adjustments to teaching and examinations. Some examples of provisions we have are; specialist computer equipment e.g. ramped access to buildings and specialist equipment including height adjustable chairs.
- The school's accessibility plan covers:
 - Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
 - Improving the availability of accessible information to disabled students

6.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school student voice
- Students with SEND are also encouraged to be part of our Anti-bullying Alliance to promote teamwork/building friendships



- Providing access to an ELSA.

We have a school wide zero-tolerance approach to bullying.

6.14 Working with other agencies

We work with the following agencies to provide support for students with SEND:

- BCP Council (LA – students living in the BCP conurbation) - local offer
- Dorset County Council (DCC) - (LA – students living in the DCC conurbation) - local offer
- CAMHS
- Community Paediatrics

6.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of students with SEND

The BCP Council SEND Local Offer provides information on services and activities for children and young people living in Bournemouth, Christchurch and Poole aged 0 to 25 with special educational needs and disabilities. Help for school age children and young people with SEND can be found by following this [LINK](#)

The Dorset County Council SEND Local Offer provides information on services and activities for children and young people living in the Dorset County Council conurbation aged 0 to 25 with special educational needs and disabilities. Help for school age children and young people with SEND can be found by following this [LINK](#)

6.17 Contact details for raising concerns

Mrs Katie Etheridge, etheridgek@poolegrammar.com

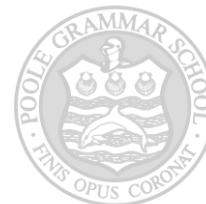
6.18 The local authority local offer

Our contribution to the local offer is: [LINK](#)

Our local authority's local offer is published here: [LINK](#)

7 Monitoring arrangements

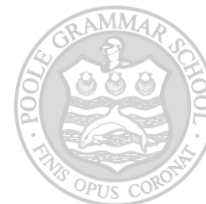
This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.



8. Links with other policies and documents

This policy links to the following documents:

- [Behaviour Policy including Behaviour Principles Written Statement](#)
- [Equality and diversity action plan](#)
- [Medical conditions policy](#)



Appendix A - Equality Impact Assessment (EQIA)

Document Name: SEND policy and information report

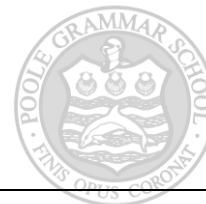
Evidence:

What evidence have you considered?	
Disability	At PGS we endeavour to meet the needs of all students with disabilities who pass the entrance test. We also meet the needs of students whose disabilities may arise during their time at the school. Advice and guidance is sought from outside agencies and wherever possible, reasonable adjustments are made to ensure that all students can thrive and learn.
Sex	Sex is unlikely to be relevant to this policy. All students will be treated equally.
Race	Race is unlikely to be relevant to this policy. Students with EAL will receive additional support if necessary.
Age	The needs of all students will be met regardless of their age. Most students will not be tested for exams access arrangements until the summer term of Year 9.
Gender Reassignment	Gender reassignment is unlikely to be relevant to the policy. As a protected characteristic, the needs of any students who are transgender will be met in the same way as those students who do not identify as transgender. Where necessary, students who are transgender may receive additional support.
Sexual Orientation	Sexual orientation is unlikely to be relevant to this policy
Religion or Belief	Religion or beliefs is unlikely to be relevant to this policy
Pregnancy or Maternity	N/A
Carers	Students who are identified as young carers will receive additional support where necessary. This would be the same for any young carers within the school
Socio-economic	Students who are identified as SEND and Pupil Premium will receive additional monitoring and guidance.

Engagement and Involvement

Where appropriate, we have consulted:

	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/>	Comments
Trustees	<input checked="" type="checkbox"/>	Governors
Parents	<input checked="" type="checkbox"/>	Individual parent feedback
Students	<input checked="" type="checkbox"/>	Focus groups
Staff	<input checked="" type="checkbox"/>	Led by pastoral team



Other	<input checked="" type="checkbox"/>	N/a
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Overall impact	Whole school
Action to be taken	Revised policy implemented 2023.

Assessment undertaken by: Mrs Katie Etheridge
Position: Deputy Headteacher – pastoral, Designated Safeguarding Lead (DSL) and SENDCo
Date assessment undertaken: December 2023