

Poole Grammar School	Policy – Mandatory	Version 5.00	November 2024
----------------------	--------------------	--------------	---------------

SEND Policy

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.

1 Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2 Vision and values

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 Student 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 learning difficulty that requires special educational provision will be identified as having SEND.

3 Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students 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

This policy also complies with our funding agreement and articles of association.

4 Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

5 Definitions

5.1 Special Educational Needs

A student has SEN if they have a learning difficulty or disability that requires 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 most 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Area of need	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6 Roles and responsibilities

6.1 The SENDCo (Special Educational Needs Coordinator)

The SENDCo at our school is Fiona Gollan, Assistant Headteacher, gollanf@poolegrammar.com. She is assisted in this role by our Specialist Teacher, Katie Al-Soufi and SEN lead, Caroline Tewksbury.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the Headteacher 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 provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students 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 students
- Advise on the deployment of 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 next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the 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 Headteacher 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 governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual.

6.2 The SEND link governor

The SEND link governor is Simon Bowden

The SEND governor 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 on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school to make sure the school meets its responsibilities under the Equality Act 2010.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach and following a student's individual learning plan.
- The progress and development of every student in their class and provide communication to parents
- Working closely with any learning support assistants (LSA) or specialist staff to plan and assess the impact of support and interventions, and consider 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.

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to 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 student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

6.6 The student

Students will always 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. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7 SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8 Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

Students pass an entrance test to be admitted to Poole Grammar School. In addition to this, we will assess each student's current skills and levels of attainment at regular intervals during the academic year. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English. When deciding whether the student needs special educational provision, 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 Katie Al-Soufi who conducts certain learning difficulties and handwriting speeds assessments.

8.2 Consulting and involving students and parents

The school will put the student and their parents at the heart of all decisions made about special

educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- 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 if it is decided that a student will receive SEND support and they will be provided with an individual learning plan (ILP).

8.3 The graduated approach to SEN support; 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. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

8.4 Levels of support

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.

School-based SEN provision: (SEN Support)

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, Health and Care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals at stages throughout the year
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- 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)

9 Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10 Links with external professional agencies

The school recognises that it will not be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- BCP Council (LA – students living in the BCP conurbation) - local offer
- Dorset County Council (DCC) - (LA – students living in the DCC conurbation) - local offer
- Occupational therapists, speech and language therapists or physiotherapists
- Community paediatricians
- School nurses from the borough
- Child and adolescent mental health services (CAMHS)
- Alternative Provision Providers
- Social services

11 Admission and accessibility arrangements

11.1 Admission arrangements

Admission to Poole Grammar School is by means of entrance test; boys are eligible to be considered for admission to Poole Grammar School in Year 7 if they meet the required standard in the tests used and administered by the local selective schools.

Eligible boys who have met the required standard and have an Education Health and Care Plan (EHCP) issued by a Local Authority, naming PSG, will be given priority and offered a place the school. This will reduce accordingly the number of places available, as expressed by the Published Admission Number.

Students with a Special Educational Need will be given appropriate access arrangements. The arrangement(s) put in place MUST reflect the support given and normal way of working in their current school. This will be agreed by a panel of SENDCos from the four grammar schools for normal point of entry admissions to Year 7 and by the school's specialist teacher for in-year testing.

Students will be ranked according to the current admissions policy.

The school will liaise with feeder schools and parents to ensure a smooth transition to Poole Grammar School. Individual Learning Plans will be created, where possible, in advance of a student starting in September and will be finalised in the first half of the Autumn Term.

11.2 Accessibility arrangements

At Poole Grammar School, we are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school accessibility plan can be found on the school website and covers:

- o Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
- o Improving the availability of accessible information to disabled students

The school works closely with external agencies, such as the vision support service and the hearing support service to ensure that the site and the curriculum are accessible for all students.

12 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance, gollanf@poolegrammar.com. 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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services please contact SENDIASS in your local authority. This is a link to the BCP (Bournemouth, Christchurch and Poole) branch: <https://sendiass4bcp.org/>

13 Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

13.2 Monitoring the policy

This policy 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.

14 Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer: <https://fid.bcpccouncil.gov.uk/send-local-offer>
- Admissions Policy
- Accessibility policy and plan
- Complaints policy
- Behaviour Policy including Behaviour Principles Written Statement
- Equality and diversity action plan
- Medical conditions policy

Equality Impact Assessment (EQIA)

Document Name: SEND Policy

1. Title of document/service for assessment	SEND Policy
2. Date of assessment	18 November 2024
3. Date for review	October 2025
4. Directorate/Service	SEND
5. Approval	K. Etheridge

	Yes/No	Rationale
6. Does the document/service affect one group less or more favourably than another on the basis of:		
• Race	No	
• Gender (including transgender)	No	
• Religion or belief	No	
• Sexual orientation, to include heterosexual, lesbian, gay and bisexual people	No	
• Age	No	
• Disability – learning disabilities, physical disabilities, sensory impairment and mental health issues	No	
• Marriage and Civil Partnership	No	
• Pregnancy and Maternity	No	
7. Does this document affect an individual's human rights?	No	
8. If you have identified potential discrimination, are the exceptions valid, legal and/or justified?	N/A	

9. If the answers to any of the above questions is 'yes' then:	Tick	Rationale
Demonstrate that such a disadvantage or advantage can be justified or is valid	N/A	
Adjust the policy to remove disadvantage identified or better promote equality	N/A	
If neither of the above possible, submit to Diversity Committee for review	N/A	

Policy Approved by	Date of approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Headteacher	November 2024	Annually	2025	Statutory	Yes