



Special Educational Needs and Disability (SEND) Policy

Statement

Our aim is to educate able students and prepare them for life. Our curriculum is designed to provide a broad and balanced education for all students which allow them to become successful learners, confident individuals and responsible citizens. We recognise that at any point in a student's career at school they may have a special educational need. This may arise through an academic difficulty, physical difficulty or emotional difficulty. These needs can be temporary or may be permanent.

Legislation and Guidance

This policy is based on the following statutory guidance:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND 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 (SENCOs) and the SEND information report
- [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [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
- [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND
- [School Admissions Code](#), which sets out the school's obligation to admit all pupils 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.

Definitions

SEND: 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.

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

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Special educational provision : Educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Inclusion and Equal Opportunities

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.

Roles and Responsibilities

The Board of Trustees in co-operation with the Head Teacher has responsibility for determining the general policy and approach to the provision made for students with SEND. Strategic responsibility for the provision for students with SEND is delegated to the Deputy Head Teacher (Wellbeing).

The SEND Link Trustee will monitor the quality and effectiveness of SEND provision within the school and update the board of trustees on this. They will work with the Deputy Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The SENCO works with the Deputy Headteacher to determine the strategic development of the SEND policy and provision in the School including any training required by staff. They will ensure that the School meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements. They will 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.

The SENCO will 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. They will advise on the deployment of the School's delegated budget and other resources to meet students' needs effectively. The SENCO is a qualified teacher holding the National Award for SEND Co-ordination. The SENCO is supported by the Assistant SENCO.

Class teachers are responsible and accountable for the progress and development of the students in their classes, even where students access support from specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to students who have or may have SEND. They will plan and assess the impact of support and interventions used in the classroom.

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

Students will 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:

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

The Range of SEND at the School

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Approved: July 2023

Review: annually

Review due: July 2024

Approval: Academy Trust Board

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The 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, processing difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit disorder (ADD), anxiety and depression.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, and epilepsy.

A student with SEND may fall into more than one category of need.

Identifying Students with SEND and Assessing their Needs

Teachers are made aware of the importance of early identification of any students with SEND in their classes and of their responsibilities of providing high quality teaching and differentiation for all students they teach.

The following measures are used to monitor progress of all students and to identify students with individual needs:

- information from feeder schools to SENCO, Curriculum Director and Student Support Co-ordinator;
- early feedback of learning difficulties or exceptional ability from subject teachers to Curriculum Director or Student Support Co-ordinator, Form Tutor and SENCO;
- information from parents and medical and other professionals;
- monitoring and analysis of progress and attainment through reporting data;
- Screening of new students with LUCID and analysis of Cognitive Ability Testing (CAT) in Years 7 and ALIS in Year 12.

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 or fails to match or better the child's previous rate of progress. 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 curriculum for the student, or whether additional intervention is needed. This may involve gathering further internal data or seeking advice from experts and outside agencies where necessary. A flowchart showing the entire process is in the appendices.

Consulting and Involving Students and Parents/Carers

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

- everyone develops a good understanding of the student's areas of strength and difficulty
- we take the parents'/carers' concerns into account
- 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/carers. We will formally notify parents/carers when it is decided that a student will receive SEND support.

The Assistant SENCO is the first point of contact at school for all enquiries related to students with SEND or queries relating to provision for students with SEND.

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Assessing and Reviewing Students' Progress towards Outcomes

A student will only be formally assessed in school or offered external assessments with the consent of a parent/carer. The School will indicate the level of additional need for students using a scale from QTM through K1 to K2 with E as the highest level for any student with an Education, Health and Care Plan (previously known as an Educational Statement). The level will be recorded on SIMs (the School's data management system) to make all of their teachers aware of a student's needs. The scale of need is as follows:

Levels		Indicative needs
School	EIS	
QTM	QTM	A student who is being monitored as possibly needing additional support in class or with social or emotional help. Or a student needing additional help in the classroom, but not meeting any threshold of assessment for specific learning difficulties. This level can be temporary.
1	K	A student who has been assessed with an additional need (either academic or emotional) requiring support from the Specialist Teacher, Wellbeing Team or School Counsellor.
2		A student is receiving individual support or support from external agencies e.g. through CYPMHS, Educational Psychologist, Specialist Teaching Services. A student who has a chronic illness or long-term absence from school, or who is receiving education away from school through KHNES.
E	E	Students with an Education, Health and Care Plan awarded by the Local Authority requiring very specialized provision to meet their needs

The levels 1-2 are for internal monitoring purposes only. Official census returns will indicate students receiving support for SEND using a local authority agreed scale of K and E.

We will follow the graduated approach of the four-part cycle of **assess, plan, do and review**.

Assess The class teacher will work with the SENCO to carry out a clear analysis of the student's needs. This 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/carers
- the student's own views
- advice from external support services, if relevant

Plan All teachers and support 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 information will be recorded on our management information systems (SIMS and EDUlink) and will be made accessible to staff in Pupil Profile.

Parents may be asked to reinforce or contribute to progress at home.

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Do	<p>The student's class or subject teacher retains overall responsibility for their progress.</p> <p>Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the student. They will work closely with the Specialist Teacher and Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.</p> <p>The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.</p>
Review	<p>We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. Parents/carers will be invited to attend review as individual appointments with either the SENCO or Assistant SENCO.</p>

Specific examples of interventions and adaptations to the curriculum and learning environment are given in the Appendices.

Support for Emotional and Social Development

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

- All students are encouraged to build resilience through their learning in subjects, in Health, Social & Emotional Education sessions and dedicated in-school programmes such as mindfulness.
- Students with SEND are encouraged to take part in clubs at school.

Students have access to the wellbeing team, who are trained in dealing with students with emotional difficulties.

Special Arrangements for External Exams

The SENCO in liaison with the Exams Officer will ensure that special access arrangements, which have been recommended by a qualified person, will be submitted to the appropriate regulatory body following the published and relevant guidance. In the case of GCSEs, the Joint Council for Qualifications (JCQ) and for the IB, the International Baccalaureate Organisation (IBO) will make the final decision as to whether the special access request is granted. This decision will then be communicated to the student. The School has discretion in accepting the findings or recommendations of a private or independently commissioned diagnostic assessment for a student. Private or independently commissioned reports for access arrangements must be agreed with the school SEN Department prior to undertaking or they cannot be used. Medical evidence must come from a qualified medical professional or service such as a letter/report from CYPMHS, a HCPC registered psychologist, a medical consultant, a psychiatrist, or a Speech and Language Therapist (SaLT). This is to comply with the updated JCQ regulations for public examinations.

For university and Disabled Students Allowance (DSA) applications the assessment report produced by school will not be accepted by the university finance department. If a student decides to apply for DSA it will be necessary to arrange a further assessment and full report. This guidance is applicable with the current student entitlement to DSA and may change in the future.

Detailed procedures the School will follow in relation to Exam Access Arrangements are available in the Examination Policy.

Staff Support & Training

Support and advice for staff is provided both formally and informally. Teachers are offered regular additional training in areas of learning difficulties most commonly experienced by students at TGS.

Admissions

Providing a student meets the academic admissions criteria for our school, we do not discriminate against students with Special Educational needs.

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Review due: July 2024

Approval: Academy Trust Board

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Links with External Professional Agencies

If required the School will recommend outside agencies such as WalkTall counselling services. Young Lives Foundation Mentoring, Early Help Preventative Services, Child and Young People Mental Health Service (CYPMHS), Kent Health Needs, KCC Disability Team, KCC attendance Service , General Practitioners or pediatricians or other relevant agencies that can provide a provision not met by the school.

The local authority, KCC provide a list of provisions available for all those who live in the area. This is called the Local Offer and can be found at the following website address:

<https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

Complaints about SEND Provision

Complaints about SEND provision should be made informally to the Form Tutor, SENCO or Assistant SENCO in the first instance. In the unlikely event of this not resolving the issue, the parent\carer can make a formal complaint to the Head Teacher using the School's Complaints Procedure.

If the parent/carers is not satisfied with the school's response, they can escalate the complaint.

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

Review and Reporting

The policy is reviewed as part of the School's self-evaluation process and a SEND Information Report outlining the implementation of this policy is made available on the School's website. The School will contribute to the Local Offer of support through the compilation of the School Information Report which is also submitted to Kent County Council.

Link Policies and documents:

Equality Statement
Accessibility Plan
Supporting Students with Medical Needs Policy
Examinations Policy
Curriculum Policy
Behaviour Policy
Teaching and Learning Policy
Complaints Policy
The Local Offer

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Examples of Interventions and Adaptations to the Curriculum and Learning Environment

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

We will also provide the following interventions; this list is not exhaustive:

Assessment for processing disorders – not dyslexia

Access to a specialist Literacy Teacher, working on any needs identified by assessment.

Hand-outs with larger font or on coloured paper.

Access to any PowerPoints or notes used in the lesson through Teams.

Access to laptops.

Allowing longer processing time.

Allowing students to take photographs of the board, worksheet or textbook.

Adapted timetables whether temporary or permanent due to illness or academic need.

Adaption for medical needs such as exit cards to leave a room quickly when necessary. This is monitored carefully.

Application for Access Arrangements for public examinations.

Access to the School Nurse and wellbeing team where necessary.

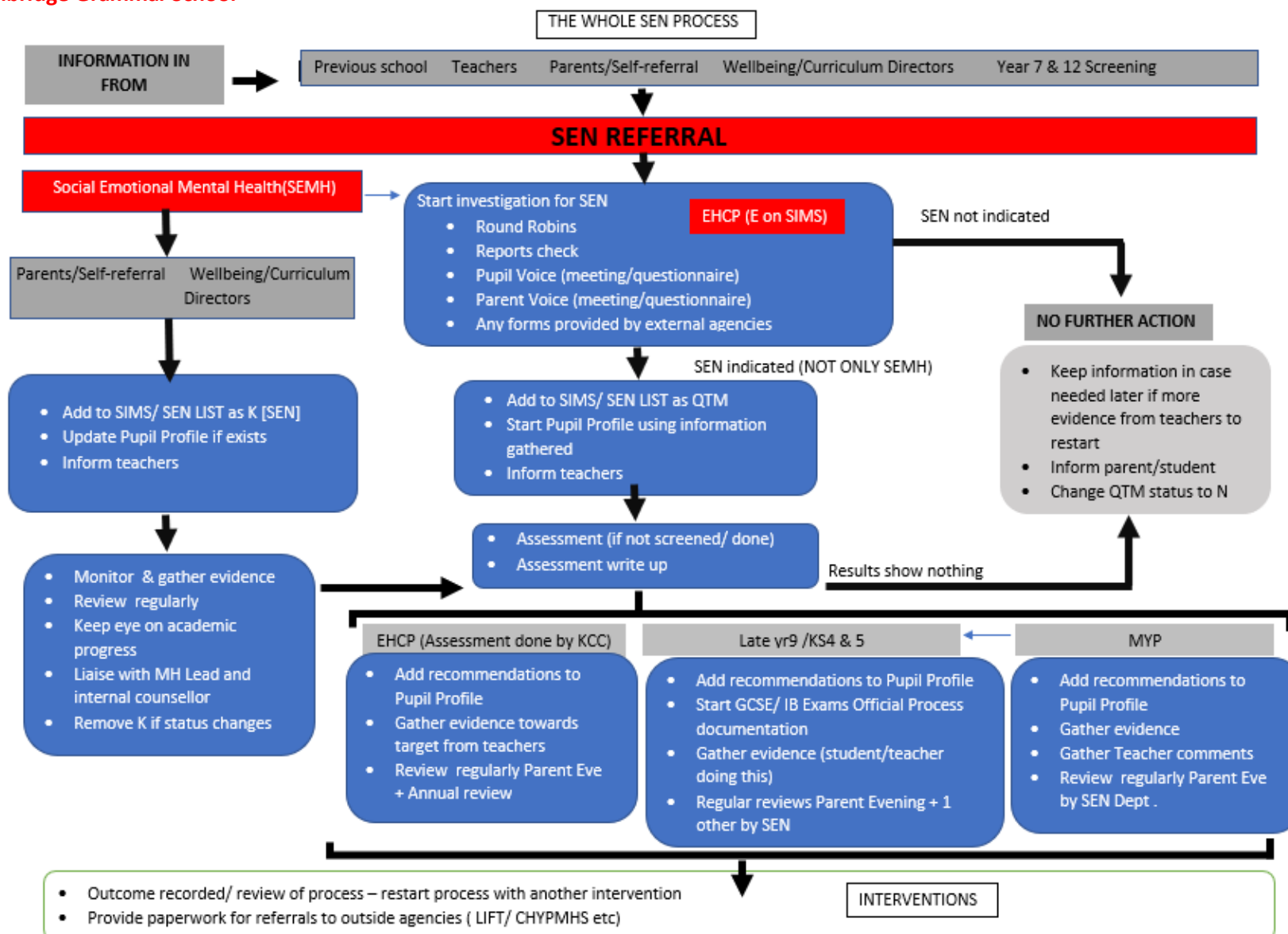
Accessing Extra-curricular activities

All of our extra-curricular activities and school visits are available to all our students

All students are encouraged to go on our residential trips in Year 7 and Year 9.

No student is ever excluded from taking part in these activities because of their SEND or disability. The appropriate differentiation and risk assessments will be completed to ensure that the student can participate.

No disabled student will be denied admission to the school based on their SEND Needs, providing they meet the academic criteria for admission.



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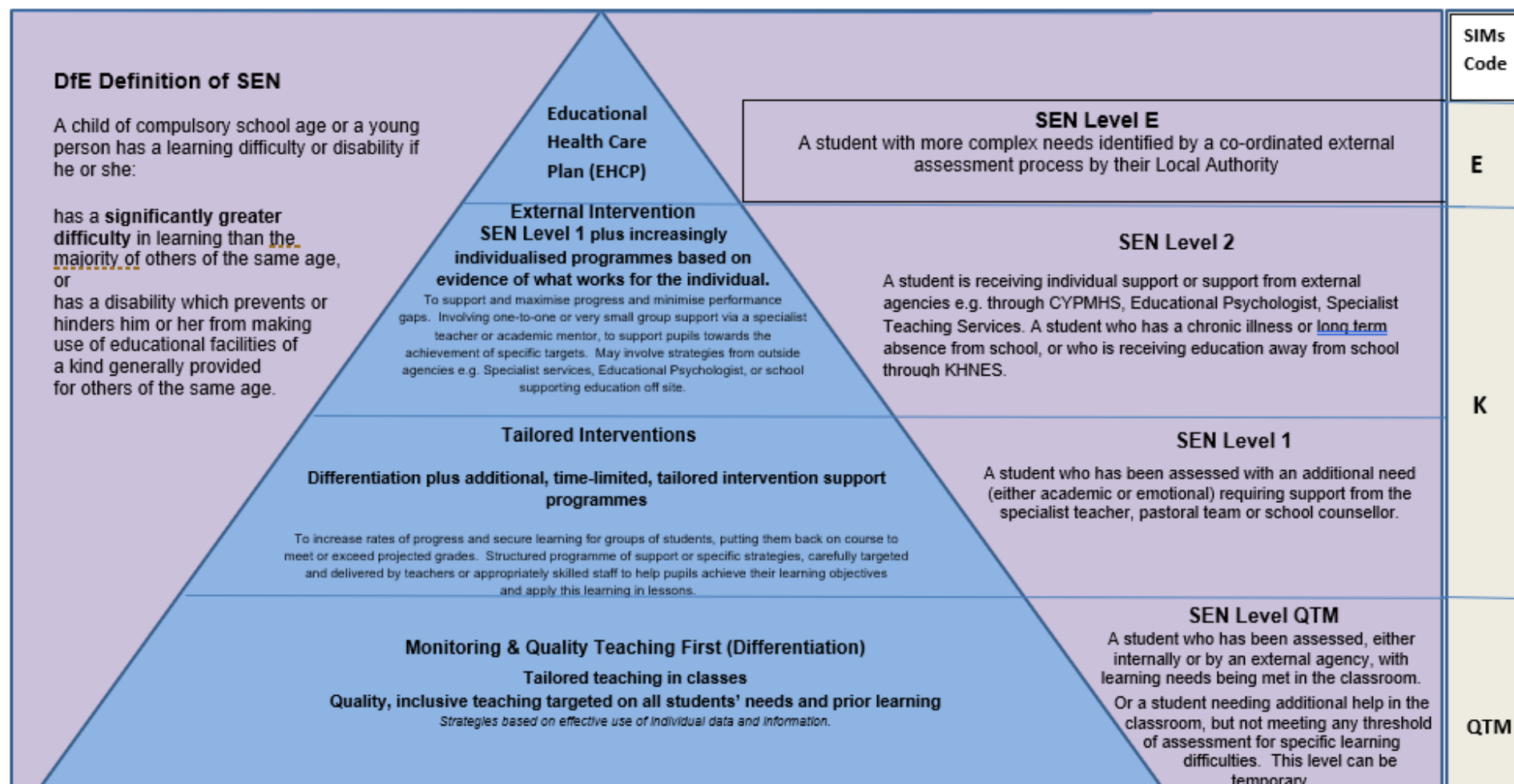
Review due: July 2024

Approval: Academy Trust Board

DfE guidance states that schools should take a graduated approach to identifying and supporting pupils and students with SEN

Our provision mapping identifies 3 levels of intervention corresponding to different levels of SEN need.

Provision mapping enables us to assign the appropriate wave intervention to all students. It takes into account the full scope of provision, including high quality whole class teaching, guided and group work and individual interventions in order to identify and overcome potential barriers to learning and meet the needs of all pupils within the school.



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