

Special Educational Needs Policy

Tonbridge Grammar School



Headteacher Mrs Crean
SENCO Mrs Stanley
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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.

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1. Aims

Tonbridge Grammar School's Policy for Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support students with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables students to access all aspects of school life alongside their peers.
- Provide students with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support students with SEND to realise their aspirations and achieve their best.
- Communicate with students with SEND and their parents or carers ensuring co-production and seek student and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for students with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Trustees.

All students, irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every student to make progress and reach their full potential socially, emotionally and academically. When required to do so, the School will make reasonable adjustments to support students with SEND. The School sets high expectations and aspirations for each individual student, working together with them, and their parents/carers to ensure that students with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy takes account of the following legislation and guidance

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24
- Academies: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- Governance in Academy Trusts 2024: [Governance in Academy Trusts](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The School is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's policies published on our website:

- SEND Information Report: [TGS School Information Report](#)
- Safeguarding policy: [Child Protection and Safeguarding Link](#)
- Behaviour Policy: [Behaviour Policy Link](#)
- Equality Statement: [Equality Statement Link](#)
- Accessibility Plan: [Accessibility Plan link](#)
- Attendance and punctuality policy: [Attendance Policy Link](#)
- Supporting Students with Medical Needs: [Supporting Children with Medical Needs Link](#)
- Curriculum Policy: [Curriculum Policy Link](#)
- Teaching & Learning Policy
- Complaints Policy: [Complaints Policy](#)

3. Definitions

Definition of SEND

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

Definition of Disability:

Many children and young people who have SEND may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a low threshold and includes more children than many realise: 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is sufficient overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEND definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

The SENCO will regularly review the SEND register as part of the Graduated Approach. The SENCO will work in co-production with parents/carer and if required key external professionals to ensure high quality SEND provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a student will be placed on the SEND register if the universal and targeted provision the student is accessing is enabling them to make good progress.

Special Educational Needs (SEND) support

'SEND support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for students who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the School's usual curriculum offer. A student on SEND support will not have an education, health and care plan.'

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a student who needs more support than is available through SEND support. This will follow a statutory assessment process whereby the local authority considers the student's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Explanation of SEND Codes Used at our School

In line with this SEND Code of Practice (DfE/DoH 2015) students are identified as either having no SEND, having SEND with support, or having a SEND with an Educational Health and Care Plan.

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. The level will be recorded on 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 with or without an assessment. Or a student needing additional help in the classroom, but not meeting any threshold for support above and beyond the classroom. This level can be temporary.
1	K	A student who has been assessed with an additional need (either academic or emotional) requiring support from SEND Support, 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.
E	E	Students with an Education, Health and Care Plan awarded by the Local Authority requiring very specialized provision to meet their needs.

4. Inclusion and Equal Opportunity

We strive to create an inclusive teaching environment that offers all students a broad, balanced and challenging curriculum and one that takes account of individual needs and abilities. 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.

5. Roles and Responsibilities

[Link to School Information Report](#)

The School's approach is in line with the Special Educational Needs Code of Practice 2015.

The School will ensure that students, parents and carers have:

- Access to impartial information, advice and support throughout their time in the School to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible
(Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

Our SENCO is Mrs Stanley and our Assistant SENCO is Mrs Inglis. They can be contacted via senco@tgs.kent.sch.uk or by phoning the School and asking for the SEND Department.

The SENCO has 8 years' experience in this role and have worked as a teacher for 20 years.

They achieved the National Award for Special Educational Needs Co-ordination in September 2019.

The SENCO is also a qualified assessor for Dyslexia and assesses for access arrangements.

The SENCO has an important role to play with the Head teacher and trustees with regards to the strategic oversight and implementation of the School's SEND policy and development.

The SENCO will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all students with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support students with SEND ensuring high quality provision across the School.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all students with SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the School meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure up-to-date records are kept of all students with SEND.
- Liaise with curriculum directors to ensure any students who has a part time timetable is agreed with parent/carers, is registered on the KELS I website and a clear re-integration strategy is planned in conjunction with the parent/carer and student.
- Hold status in order to have capacity and authority to ensure the success of the SEND strategy working with the senior leader.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the School's delegated budget and other resources to meet students' needs effectively
- To keep up to date with key national and local SEND development.

- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding students with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

5.2 SEND Senior Leadership Support

The Senior Leader will:

- Work closely with the SENCO and SEND link trustee to determine the strategic development of the SEND policy and provision across the School.
- Work with the SENCO and trustees to ensure the School adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEND practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the School is providing high quality SEND provision.
- Have overall responsibility for the provision for students with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the School's notional SEND budget and any additional funding allocated by the LA to support individual students or SEND provision for groups of students.

5.3 SEND Trustee

Our Trustees board have a legal responsibility to students with SEND as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEND trustee will:

- Help to raise awareness of SEND issues at trustee board meetings.
- Monitor the quality and effectiveness of SEND and disability provision and update the board of trustees body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the School.

Our SEND Trustee is Sarah Johnson.

5.4 Teachers/Form Tutors

All teachers are teachers of students with special educational needs. Our SENCO provide a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual students, is the starting point in responding to students who have or may have SEND. Additional intervention and SEND support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students, and their knowledge of the SEND most frequently encountered. (DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every student in their class
- Instilling high aspirations for every student.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Form Tutors are responsible for regular reviews of progress, support with managing homework and deadlines. They are the initial point of contact for parents and carers, and they deliver the PSHE programme that promote awareness of disability and SEND.

Wellbeing Support Staff will support students by being available throughout the day and offering further ongoing support and signposting to external agencies when required. They will liaise with other staff to accomplish a resolution to any worries.

Mental Health Co-ordinators will give additional mentoring support to students with Social Emotional & Mental Health needs and Emotional based School Avoidance (EBSA). They also provide support for the PHSE programme and co-ordinate the counselling provision in school.

SEND Support Staff will help deliver interventions for students identified as needing additional support, whether this is temporary or permanent. This will include academic support for catch-up, producing resources, helping run internal cognitive assessments and specialist access arrangements.

5.5 Parents and carers

Parents and carers should inform the School if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

The School 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.

5.6 The student

Seeking the voice of the student is an important aspect of ensuring the SEND provision is highly effective for every student with SEND. Students are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for students with an EHCP the statutory Annual Review. However, the voice of the student can be sought at any time throughout the school year.

Students can express their views through:

- talking or writing to a variety of staff – including teachers, form tutors, SEND Staff, Wellbeing staff or medical staff
- completing surveys
- attending review meetings.

They are asked to contribute to the development of their Pupil Profile – the living document that details their strengths and weaknesses and the specific adaptations that support them to succeed.

6. SEND Information Report

Our SEND policy works in conjunction with our SEND Information report which sets out how this policy is implemented.

The SEND Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

[Link to School Information Report](#)

7. Admissions and Accessibility

The School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

The admission arrangements for a student without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs, providing they meet the academic admissions criteria.

[Link to latest Admissions and Accessibility Policy](#)

8. Our school approach to SEND provision

8.1 The kinds of special educational need for which provision is made

Provision is made to support students with additional needs irrespective of whether a student has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

We will ensure our 'best endeavours' to meet the needs of students with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of students with an EHCP are made by the Local Authority.

The Range of SEND at the School

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.

8.2 The identification and assessment of students with special educational 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.

When teachers identify an area where a student is making slow progress or where they have concerns, they will follow strategies for supporting academic progress. Teachers will inform the SENCO who will direct communication to parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the student. This may include progress in areas other than attainment, for example social needs. It is important to note as stated in the SEND Code of Practice (DfE/DoH, 2015 6.23) that slower than expected progress and lower attainment does not automatically mean a student would be recorded as having SEND.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the student's parents/carers, discuss further support.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

In addition to teacher monitoring, 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 (CATs) in Years 7 and ALIS in Year 12.

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.

Our first offer, as a school, will be those expected under the [Special Educational Needs Mainstream Core Standards](#).

A non-exhaustive list of additional provisions is in the appendices.

These provisions will be reviewed after a period of time to establish their effectiveness, before moving onto more detailed additional provision.

We will follow the Graduated Approach of the four-part cycle of assess, plan, do and review. (APDR)

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
- the views and experience of parents/carers
- the student's own views
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- 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 and will be made accessible to staff in Pupil Profile.

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

Do: The student's class or subject teacher retains overall responsibility for their progress.

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 SEND Support to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review: 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. Notes of meetings are kept on file and can be produced for parents.

The purpose of the more detailed Gradual Approach assessment is that it will identify what additional resources and/or different approach is required to enable the student to make better progress. These will be shared with parents/carers, written into SEND provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the student has an additional need because the School is making provision for the student which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

If the student can make good progress using this additional and different resource but would not be able to maintain this good progress without it, the School will continue to identify the students having special educational need. If the student can make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEND is amended, parents/carers will be notified.

The School will ensure that all teachers and support staff who work with a student with SEND or have an additional need are made fully aware of the provision that each individual student requires through their Pupil Profile. This will ensure that students are prepared for their next steps and onward pathways.

At all times teachers and support staff who work closely with the student will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the School's SEND protocols and processes as set out in the SEND Information Report.

This policy and SEND Information Report will be reviewed by the SENCO, designated Lead for SEND and SEND trustee every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the trustees and available to read and refer to on the school website.

A flowchart showing the entire process of SEND identification is 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.

Access Arrangements for External Exams

The SENCO in liaison with the Exams Officer will ensure that special access arrangements, which have been recommended by the SENCo, 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 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.

[Link to JCQ regulations](#)

[Link to IB regulations for access arrangements](#)

10. Complaints about SEND Provision

Complaints about SEND provision at the School should be made to the SENCo in the first instance. They will then be referred to the TGS complaints policy.

Parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the School has discriminated against their child. 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

All complaints relating to a named member of staff must be sent to the headteacher.

If a complaint is not resolved after it has been considered by the trustees and you are not satisfied with the School's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

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

[Link to Complaints Policy](#)

11. Glossary and SEND Acronyms

- › **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a student's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the School provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- › **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area
- › **Outcome** – target for improvement for students with SEND. These targets do not necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the School must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support students with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the School supports students with SEND

- **SEND support** – special educational provision which meets the needs of students with SEND
- **Transition** – when a student moves between years, phases, schools or institutions or life stages

Appendices

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
- 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.
- Handouts
- Noise reducing in the ear devices – not headphones
- Fidget Toys
- 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.
- In school catch-up lessons

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.

