HERSCHEL GRAMMAR SCHOOL

Special Educational Needs Policy

Date approved:	**October 2026**
***Date for revision:**	**Annually**
Responsibility:	**Full Governors Committee**
Approved by full Governing Body	
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*subject to any relevant changes in legislation or other appropriate guidelines

Herschel Grammar School is committed to high quality provision to meet the needs of pupils with SEND (Special Educational Needs and Disability). We take a holistic view of our pupils and do not just consider their SEND needs.

Special Educational Needs Policy

Herschel Grammar School believes:

- All pupils irrespective of ability are of equal worth and are valued for the contribution that they can make. We encourage all pupils to develop their abilities to the fullest extent and recognise the achievements of others.
- All pupils are entitled to a balanced and differentiated curriculum.
- We aim to develop caring attitudes of pupils and staff concerning personal and social responsibility and promote sensitivity to the needs and feelings of others believing that ignorance breeds fear and prejudice.
- Parents play an integral part; their co-operation is essential and they have the right to know when their child is experiencing difficulties and be informed at all stages of support.

SEND Objectives

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future provision.
- To ensure that all teachers have appropriate training to enable them to deliver high quality teaching.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that a lot can be done to overcome them by parents, teachers and pupils working together.

The SEND Code of Practice 2014 states that teachers are responsible and accountable for the progress and development of the pupils in their class even where pupils access support from teaching assistants or specialist staff.

High quality teaching, adapted for individual pupils is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for lack of good teaching as the majority of pupils can make progress through high quality teaching.

Where a pupil is not making adequate progress, teachers will work with the ANCO on planning support and teaching strategies.

Definition of Special Educational Needs at Herschel Grammar School

A pupil has special educational needs if he or she has learning difficulties or disability that call for special educational provision to be made. A pupil has learning difficulties or disability if they:

a) Have a significantly greater difficulty in learning than the majority of pupils of the same age at Herschel Grammar School in a range of subjects.
b) Have a disability which prevents or hinders them making use of the educational facilities generally provided for others of the same age.

Pupils will not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Herschel Grammar School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

There is a monitoring list of pupils who do not currently require additional or specialist provision but need monitoring based on having an identified need.

Criteria for the monitoring list:
This is a list of pupils who may require additional support because of an identified diagnosis or traits of a special educational need Their progress MUST be
monitored and records of conversations and strategies in place MUST be kept.

✔ Pupils with medical needs that do not currently have a significant impact on progress/attainment e.g. Diabetes, Epilepsy.

✔ Behaviour is challenging but an underlying cause has not yet been identified.

✔ Pupils have an identified need e.g. Dyslexia, Autism but currently require no additional provision.

Special Educational Needs Procedures

The Role of the Additional Needs Co-ordinator (ANCO)

The ANCO's role involves:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and advising fellow teachers
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to INSET
- Ensuring high quality teaching is taking place
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies
- Organising and implementing reviews for pupils with Education, Health and Care plans
- Line managing work of Learning Support Assistants
- Liaise termly with parents of children with SEND
- Monitor students on the SEND support list and monitoring list.
- The ANCO carries out the role, supported by the Trust SEND Coordinator

The Role of the Learning Support Assistant (LSA)

The LSA's role involves:

- Supporting pupils who require in class additional support
- Liaising with subject teachers frequently to assist with planning
- Regular contact with the ANCO sharing any concerns
- Viewing pupils' records to understand their needs and implement specific strategies.
- Modifying resources and class materials where appropriate.

The Role of the Link Teacher/Head of Faculty

Each Faculty appoints a Link Teacher whose role involves SEND, pupils with medical needs and access arrangements. As part of their role they will be:

- Co-ordinating and monitoring the progress of pupils with SEND and highlighting the need for adaptions within their faculty
- Ensuring staff are aware of the SEND register and monitoring list and any changes to it
- Dissemination of appropriate information to help support pupils
- Feeding back any concerns teachers have regarding a pupil
- Attending regular link meetings to feedback any concerns to the ANCO

The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the subject teacher, whose responsibilities include:

- Assessing and identifying needs of pupil
- Collaborating with the ANCO to decide the action required to assist the pupil to progress
- Working with the ANCO to collect all available information on the pupil
- Working with SEND pupils on a daily basis to deliver individual provision within a suitably adapted curriculum. The link teacher will be able to offer clarification if needed. (Individual provision information is stored in the Staff folder on the shared Drive in the SEND folder)
- Check the Access arrangements list of students regularly to provide appropriate support for examinations.
- Providing High Quality Teaching in all lessons.

Identification, Assessment and Review

Categories of Special Educational Need

The SEND Code of Practice recognises that pupils' needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health (SEMH)
- Sensory and/or physical

Neurodiversity

Increasingly, the term "Neurodiversity" is being used in education although this is not mentioned in the Code of Practice.

Being "neurodivergent" is a non-medical term that describes people whose brains develop or work differently to the "norm". This means that the person has different strengths but may also struggle more than a person whose brain develop or works more typically. While some people who are neurodivergent have a medical condition, it also happens to people where a medical condition or diagnosis has been identified. Neurodivergence does not necessarily describe a disorder, deficit or a disability - but simply a different way of thinking and learning.

The barriers to learning for someone who is neurodiverse may cover more than one of the four areas identified in the Code of Practice. It could be that someone diagnosed as neurodiverse has a specific learning difficulty or dyslexia, (Cognition and Learning), has Attention Deficit Hyperactivity Disorder, (SEMH) and is autistic, (Communication and Interaction).

A neurodivergent person may be assessed as requiring additional support with learning. In this case they will be entitled to receive additional support at school and this will be reviewed regularly. Many neurodivergent learners may appear to manage well in school and will not need additional support.

Identification

When pupils join the school in Year 7, we use appropriate screening and assessment tools, which may include:

- Evidence obtained by teacher observation / assessment
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- CAT Scores
- Pupil portfolios

For Transition

On entry to the school each pupil's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEND the ANCO, Heads of Faculty and Heads of Year will:

- use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- identify the pupil's skills and note areas that require support
- ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve pupils in planning/agreeing their own targets
- involve parents in a joint home-school learning approach

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers/learning support assistants through a differentiated curriculum
- Periods of withdrawal to work with a support teacher/ ANCO
- Support from specialists within the classroom or as part of a withdrawal programme

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any concerns arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Progress is the crucial factor in determining the need for additional support.

Pupil Progress

Pupils will be placed on the SEND list if despite being given programmes of study appropriate to their needs, they make little or no progress. To enable pupils to make progress staff will, in consultation with the ANCO, implement support within lessons to ensure that students are able to achieve their agreed targets. Pupils may also use additional support which will be provided by the ANCO, an LSA or the teacher as appropriate. These may include:

- Specialised mentoring
- LSA support

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training and/or employment

Statutory Assessment

Following termly reviews where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage of the process. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment, however this needs to be supported by the school through class-based evidence for a request to be made by the school.

Record Keeping

The ANCO will record the steps taken to meet pupils' individual needs by maintaining the records and ensuring access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school as appropriate.
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services as appropriate
- Information from other agencies such as Learning Difficulties and Disabilities (LDD) Service and Sensory Support Service as appropriate
- Updated pupil tracker and Sims

Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEND, the school will intervene through the "assess", "plan", "do", "review" cyclical approach, outlined below.

Assess

Subject teachers establish a clear analysis of needs matching their assessments with feedback from pupils and parents, using the individual's development as compared to their peers.

This is shared with the ANCO and a decision is made as to the best way to proceed.

Plan

Where it is decided to provide a pupil with SEND support the parents will be notified and, in a meeting with the ANCO, agree the interventions and support to be put in place.
These might be:

- Provision of alternative learning materials / special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

Do

The class teacher remains responsible for working with the pupil and is involved in assessing the impact of any interventions. These are fed back to the ANCO through the link teacher.

Review

Reviews will be conducted in conjunction with the parents and pupil and any changes will be planned in the light of progress made and needs identified.

Individual Provision

The individual provision will record the type of need and additional support which is available to help the pupil. This will be discussed with the pupil and the parents on a termly basis

Reviewing Provision

Pupil's individual provision will be reviewed termly by their subject teachers and reviews collated and shared with parents and pupils by the ANCO. Parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving adapted teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a sustained period of time
- Continues to work at levels considerably lower than expected for a pupil of similar age at Herschel
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting individual provision map page will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to the local offer
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Literacy/Numeracy and other attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education and Health Care Plan (EHC)

It is envisaged that the majority of pupils' needs will be met by the provision set out in the local offer, however, where the pupils' needs cannot be met in this way then an EHC plan may be needed. This assessment will take place in consultation with the parents and the pupil.

EHC plans will be reviewed regularly and include set outcomes to be achieved by set dates which would be reviewed prior to the annual review of the EHC. The reviews will focus on the progress and consider whether the outcomes stated in the EHC remain appropriate.

Reviews of EHC

EHC plans must be reviewed annually. The ANCO will organise these reviews and invite:

- the pupil's parent
- the pupil, if appropriate, if not the pupil's views will be sought prior to the review and form part of the process
- the views from relevant teacher(s)
- any other agencies working with the pupil
- any other person the LEA considers appropriate
- any other person the Headteacher considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to individual targets
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- set new targets for the coming year

Year 9 reviews will be significant in Preparation for Adulthood. Beyond Year 9 the Transition Plan will be reviewed and involve the Advice Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the school will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHC plan.

The School recognises that where a pupil with an EHC plan continues to attend after age 16, the EHC plan remains in place unless:

1. the pupil moves to another LA
2. it is decided that the EHC plan is no longer needed.
3. the young person takes up employment other than Apprenticeships
4. the young person enters Higher Education
5. the young person is aged over 25 and leaves education and no longer wishes to engage in further learning.

Curriculum Access and Inclusion

Herschel Grammar School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Equal opportunities for students

We aim to provide all our pupils with the opportunity to succeed.
To achieve this, we will ensure that:

- curriculum planning reflects a commitment to equality and prepares students for a life in a diverse society;
- attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language are promoted wherever possible;
- images and materials used in the delivery of the curriculum positively reflect a range of cultures, identities and lifestyles;
- a range of teaching methods will be used throughout the Trust school to ensure that effective learning takes place at all stages for all students;
- pupils' views are actively encouraged and respected and given an effective voice through the Trust school's Student Council.

Safeguarding pupils with SEND

Pupils with SEND are additionally vulnerable and can face additional safeguarding challenges.
We recognise that pupils with SEND

- can be disproportionately impacted by bullying without necessarily showing any outward signs.
- may experience communication barriers and difficulties in expressing their concerns.
- may be more prone to peer group isolation than other children.

Indicators of possible abuse such as behaviour, mood and injury should not be assumed to relate to the pupil's disability without further exploration.
We identify pupils who might need more support to be kept safe or to keep themselves safe by sharing the names of all pupils with SEND.
To address these additional challenges, extra pastoral support for pupils with SEN and disabilities are provided through the ANCO, and through the peer mentoring scheme.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher, assistant headteacher and the ANCO 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.

Evaluating success

The success of the school's Special Educational Needs Policy and provision is evaluated through:

- analysis of pupil tracking data, progress measures and test results
    - for individual pupils
    - for cohorts
- consideration of each pupil's success in meeting targets
- school self-evaluation
- the School Development Plan/SEND Development Plan
- Moving on data

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEND. When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- SEND Support Service (SENSS)
- Educational Service for Physical Disability (ESPD)

In addition, important links are in place with the following organisations:

- The Advice Service
- The LA
- Specialist services
- The business community
- Social Services

GDPR Practice

To ensure that good GDPR practice is adhered to with SEND, we do the following:

The school complies with General Data Protection Regulations (GDPR) – March 2018.

The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.

All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.

The ANCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)

Explicit consent is always sought from parents/carers for the following:

Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; SEND Specialists.

The ANCO ensures that all sensitive personal information, about individual pupils and/or their families, eg their SEND file, is stored securely and is not freely accessible.

The ANCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails.

When a pupil with SEND moves to another school, their SEND files are, wherever possible. delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the ANCO not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.

The ANCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding eg medical needs such as allergies, in which case, explicit consent is gained.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Additional Needs Coordinator. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Additional Needs Coordinator in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

Monitoring and evaluation arrangements

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.

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

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

Monitoring the policy

This policy will be reviewed by the Assistant Headteacher (pastoral) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Links with other polices and documents

- SEND Code of Practice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Equality Act 2010 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Accessibility Plan
- SEND Information Report
- Local Offer
- Attendance Policy