



# **Special Education Needs and Disabilities Policy (SEND)**

Reviewed by Personnel Committee - September 2015

**Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care.**

## **1. Policy Statement**

All students at Torquay Boys' Grammar School (TBGS) are taught in mainstream classes. The school encourages parents and teachers to identify students with special educational needs and seeks to deliver a curriculum that, in addition to being balanced and relevant, is planned so that individual potential is fulfilled.

## **2. The Approach**

All staff are encouraged to accept responsibility for special needs and not to see it as the task of others. All departments are encouraged to develop differentiated curricula to cater for students with special educational needs. If teachers are unable to cater for a student's specific needs, they are encouraged to refer the student to the relevant Head of House who may, if necessary, refer the student to the SEND Panel (Special Educational Needs and Disabilities Panel).

## **3. The Role of the SEND Panel**

The SEND Panel comprises:

Special Educational Needs Coordinator (SENCO), Pastoral Support Tutors, Pastoral Support Coordinator, Deputy Headteacher (Students & Monitoring), Assistant Headteacher (Behaviour), Chair of Governors' Personnel Committee (*pro re nata*)

The SEND panel meets at least on a fortnightly basis to discuss individual student action plans and overall pastoral and curriculum policy as regards special needs.

The SEND panel will present an annual report on its work to the Personnel Committee.

The Pastoral Support Tutors oversee the day-to-day implementation of the SEND Code of Practice, working in conjunction with other members of the pastoral team. The Senior Pastoral Support Tutor is assisted by the Junior Pastoral Support Tutor who works closely with KS3 students. The Pastoral Support Liaison Tutor has primary responsibility for liaison with parents/carers, staff and external agencies and provides counselling services to all students.

## **4. Principles and objectives**

Torquay Boys' Grammar School's SEND policy reflects the uniquely-talented nature of its students, due to its selective entry. Emphasis is placed on enhancing, as well as supporting, each student's learning across the curriculum. TBGS believes that:

- the special educational needs of all students are the shared responsibility of all staff;
- students with Special Education Needs or Disabilities are entitled to a broad, balanced, coherent and relevant curriculum which is differentiated to ensure maximum progress;



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- there should be a flexible and staged structure of provision, as well as additional resources, to meet the needs of students identified as having SEND;
- all staff should have maximum awareness of SEND and appropriate professional skills to identify and address students' individual needs;
- SEND support is always predicated on the long-term goal of promoting resilience and facilitating re-integration within the common pattern of learning;
- parents should be involved as partners at all stages.

### **5. Strategic Management**

TBGS aims to ensure that students are identified and given help in areas of the curriculum where they are not thriving as expected.

Liaison with Primary feeder schools gives early notification of individual needs. This is gathered by means of a liaison questionnaire filled in as a result of consultation between a representative of TBGS and the Primary Year 6 teacher. Wherever possible the TBGS representative is the student's Year 7 tutor or his Head or Deputy Head of House. Questionnaire information is fed back to Year 7 tutors, relevant House staff and teaching staff by way of the SEND Team. It is further supplemented by information from parents at the transition evening for parents of Year 6 students who will be joining TBGS. Entry examination scores and KS2 SATS are also incorporated into ongoing reviews of progress as these become available on Assessment Manager.

Within TBGS individual students at times exhibit uneven progression in learning. Initial identification of this and action is often expedited within subject areas but referrals also come as a result of pastoral concerns and these are recorded by the SEND Team. Problems of a medical nature are recorded and referred to the SEND Panel. Additionally, Heads of House or Members of the Senior Management Team may be involved with the support of students whose academic progress or behaviour is causing concern.

An electronic register of pastoral and SEND needs displays a summary of the support required for or being made available to students with SEND and further information is accessible in SIMS. If further information is perceived necessary this may be available on discussion with either the Pastoral Support Tutors or other senior pastoral staff.

The school has a staged system of support as required by the Code of Practice.

### **6. The Revised Code of Practice, Roles and Responsibilities**

The Revised Code of Practice identifies four areas of need which reflect the wide spectrum of SEND and which are invariably inter-related. These areas are:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development



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- sensory or physical

### **7. The Pastoral Support Tutors are responsible for:**

- the strategic development of the SEND Policy and provision in the school
- co-ordinating the provision for students with SEND
- overseeing records on all students with SEND
- preparing and recording SEND Plans for students who required support
- liaising with parents of students who need support in their learning or who have Specific Learning Difficulties, and conducting Progress Reviews when necessary
- liaising with parents of students who need pastoral support
- preparing and recording of Education, Health and Care Plans where necessary
- undertaking individual and family support where appropriate, including Retracking and Counselling
- liaising with support staff and whole school INSET
- liaising with external agencies to provide appropriate support for students
- advising and supporting the Designated Safeguarding Lead on Child Protection issues and Looked After Children
- dealing with students who are unable to attend school

### **8. Referrals to the SEND Panel**

Referrals to the SEND Panel should normally be formalised on a Pastoral and SEND Support Referral Form. These may be initiated by:

- the tutor/Head of House/Deputy Head of House
- the subject teacher
- non-teaching staff
- peers
- the student himself/herself
- parents of the student

### **9. The Structure of Preliminary Support**

- A support strategy is drawn up through consultation with other members of the Department, the student, the student's parents and/or pastoral staff or the SEND Team, as appropriate.



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- Support at this stage may include:
  - extraction for one hour per week (individually or in groups) for extra literacy or numeracy provision
  - help for organisational difficulties or more profound learning problems on the basis of one hour-long session per week through extraction from normally timetabled lessons
  - retracking for one-to-one help with behaviour problems
  - confidential counselling either in school time or outside, at the student's request, in response to emotional problems
  - personalised interventions from external agencies
- Parents are kept informed throughout and are brought into school, when necessary, to review progress and their views form part of future action planning, as do those of the student.
- In-House meetings include a minuted item on their agendas to identify or discuss individual students who may require support.

### **10. Literacy Support**

A number of boys experience difficulties with literacy either due to dyslexia, dyspraxia or other specific learning difficulties. Indeed, upon entry to the school some students already have had difficulties identified either at their primary or secondary school. However, because of the selective nature of this school the number of such students is relatively small, so there is no special needs department to cater specifically for their needs. This means students are supported as required by their subject teachers, tutors and House leaders to build resilience and develop strategies. If it is felt they need further guidance or diagnostic testing, staff should make an SEND referral to their Head of House who may, if appropriate, refer the matter to the SEND Panel. The role of the SEND Panel is to clarify the nature of the problem and organise what help and support can be offered.

If further specialist support or assessment is deemed necessary, an appointment with a dyslexia specialist is arranged within school to carry out a specialist assessment and devise a support strategy.

Parents are notified if a student is experiencing difficulties with literacy and informed of any recommendations. Staff are informed of students' difficulties and sometimes further meetings are arranged to discuss the student and the best way to support their learning. Because of the individual nature of these difficulties, generic solutions are not always appropriate but students are encouraged to develop personalised strategies which will help them to compensate for and cope with their difficulties.

### **11. Level 2 SEND Support**

Action plans may be drawn up and progress reviews would be arranged, if necessary. These will be agreed by the student and his/her parent(s), documenting the significant difficulties together with appropriate targets, and support and guidance in relation to students, whose learning or behavioural difficulties are proving more difficult to tackle. Copies of the Action Plan and relevant additional information and advice should be made available to teaching staff and staff would normally contribute to the Progress Reviews.



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Students can be identified as requiring Level 2 SEND support for a variety of reasons. These may include support for any of the following: emotional, self-esteem, anger management, dyslexia, dyspraxia, ASD, ADHD, medical, mental health, retracking, OCD, dietary etc.

The Pastoral Support **Tutors**, Tutor or the Head of House take the lead responsibility for managing the student's special educational provision, previously agreed with the SEND Panel, working with the student's teachers and parents.

### **12. Level 3 SEND Support**

Here support is additionally sought from a range of specialists outside the school. These include:

- Educational Psychologist
- Educational Welfare Officer
- Health and Social Services
- Hearing Impairment adviser
- Visual Impairment adviser
- Paediatric physiotherapist
- Child Guidance
- EOTAS (Education Other Than At School)

### **13. Statutory Assessment: Education, Health and Care Plans**

TBGS has relatively few students who require Statutory Assessment or an Education, Health and Care Plan but, where this is necessary, it is undertaken according to the requirements of the SEND Code of Practice.

### **14. Admissions**

TBGS believes that students who have met the academic requirements for selection and who have medical conditions or disabilities should not be precluded from any aspect of school life, including residential visits. Prior to these, close liaison occurs with parents to ensure the holistic care of the student. Students whose behaviour may put themselves or others at risk will be considered individually.

### **15. Curriculum**

A flexible approach will be taken where possible to students who are temporarily unable to access the full curriculum due to illness. Students who have been assessed as having specific learning difficulties or a physical impairment may not be expected to study all curriculum areas.

### **16. Complaint Handling**

Any complaints relating to SEND should be directed to the Chair of the Governors' Personnel Committee.



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**'TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of disabled people, promotion of the positive duty in relation to race and disability and avoidance of stereotypes.'**  
**'This document is available in alternative formats on request.'**