



TORQUAY BOYS' GRAMMAR SCHOOL

SEND Policy

Reviewed by Personnel Committee March 2019

Purpose

This policy on SEND Provision is informed by the SEND Code of Practice 0-25 years, published by the Department for Education and Department of Health within the Framework of the Children and Families Act (Part 3) of January 2015. Accessible at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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;
- 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/ Carers should be involved as partners at all stages.

Definition of Special Educational Need (From the SEND Code of Practice, January 2015)

A child or young person has SEN 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 or disability if he or she:

- Has a **significantly greater** difficulty in learning than the majority of others of the same age.
- 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 or mainstream post-16 institutions

Special educational provision is provision that is additional to or different from that normally available to students of the same age which is in addition to differentiated high quality teaching.

There is no statutory definition of Medical Conditions, but the implication of the legislation is that students should not be disadvantaged in the provision of education if they require support due to a medical problem.

Many children and young people who have SEN may have a disability under the Equality Act, 2010 that is 'a physical or mental impairment which has long term and substantial adverse effects on their ability to carry out normal day-to-day activities'. Long term is defined as 'a year or more' and substantial is defined as 'more



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than minor or trivial' Students with such conditions do not necessarily have SEN, but where a disabled student requires a special educational provision they will also be covered by the SEN definition.

Aims

Torquay Boys' Grammar School aim is to ensure the successful inclusion of all students on the school roll. Students will receive a broad and balanced mainstream curriculum that will allow them to flourish and achieve their potential.

Objectives

- To ensure early identification of special educational needs and ensure a graduated response is pursued to support students' needs.
- To ensure SEND students will engage in a broad and balanced curriculum in mainstream classes, reasonable adjustment will be made to ensure inclusivity.
- To ensure all students with SEND make the best possible progress.
- To work in close partnership with SEND students, parents/ carers and outside agencies to ensure a positive and productive collaborative approach.
- To effectively track and monitor the progress for SEND students.
- Provide whole staff training to ensure quality first teaching approaches for SEND students is maintained.

Identification & Support for SEN: A Graduated Response

Transition from Primary School/ Other School

Students with SEND already identified who transition to TBGS from Primary School will ideally already have a SEND Plan in place by the time they start in September of Year 7. The SENDCO and/ or Head of House/ Pastoral Tutor will have visited them in their Primary School and received information from their Primary teachers to enable a smooth transition.

When students transition mid-way through their school life it is the expectation that the previous school and parents/ carers will ensure TBGS is aware of any special educational needs and provide any documentary evidence to enable the adequate support is provided to the student to enable them to reach their potential.

Early Concerns – Support from Class Subject Teacher

Student progress is regularly monitored and reviewed through the termly assessments and reported to parents/ carers. Initially concerns registered by teachers, parents/ carers and outside agencies are addressed by appropriate differentiation within the classroom and a record kept of strategies on SIMS.



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Increasing Concerns – Monitoring and SEN Support

All students' attendance, attainment, effort, achievements and sanctions are monitored by their pastoral tutor and Head of House. All subject teachers are required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will initially be given by their class subject teacher. It is important to note that underachievement does not always equate to SEND.

Where students continue to make inadequate progress despite differentiation and high quality teaching, the class teacher can put in a referral. The referral is first sent to the student's Head of House, who gathers information from all of the student's teachers and then passes the document to the SENDCO. The SENDCO will then meet the student and contact parents/ carers to decide how to proceed.

In some cases it may be necessary to seek assessment or advice from external agencies, such as the Educational Psychologist, School Nurse, Specialist Teachers or our internal specialist on Mental Health and Wellbeing, Sharon Walker.

The decision to pursue assessment by the Educational Psychologist (EP) and Learning Assessor (LA) is taken collaboratively by the SENDCO, pastoral and subject staff. In order to pursue assessment staff must be satisfied that the barrier to learning is having a significant impact on a student's progress across a range of subjects. The aim of assessment by the EP or LA is to identify areas of need and seek strategies to support the specific learning needs of the student to help remove the learning barrier, not to diagnose conditions like Dyslexia. If parents wish to pursue a diagnosis of Dyslexia they will need to do this privately.

Once an understanding of the student's needs has been completed the student will then be given support commensurate to the outcomes of the investigation and/ or advice. The SEND team will then follow a cycle of Assess, Plan, Do and Review to ensure the learning needs of the student are understood, shared, implemented and reviewed.

The SEND Register

Monitored Students

The needs of the majority of students will be met in the classroom through high quality teaching which is differentiated and personalised. Students with learning differences where a class teacher needs to slightly modify class teaching to support them, eg mild dyslexia, will be on our Monitoring List and will be identified as M on our data systems. Most students with a learning difference will make good progress through this approach, so will not be placed on the SEND Register. Some of these students will have a specialised SEND Plan created to better inform the class teacher of their need, though the learning needs of all students can be found on SIMS (the data management system used in school).

SEN Support

Students with more acute SEND needs will be placed on our SEND Register. They will be placed on this register if they have an Education, Health and Care Plan or they are classed as SEN Support. Students will only be placed on the SEND Register when it becomes clear that their needs cannot be met by routine



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differentiation and high quality teaching alone. This means that they require provision that is **additional to or different from** that which is normally available as part of high quality differentiated teaching.

When a student is placed on our SEND Register, parents/ carers will be notified and the student will be allocated a key worker from the SEND Team. Review meetings with their keyworker will be scheduled three times a year, these will be in person or by telephone. The aim of the review meeting is to ensure that the necessary support is in place for the student and to complete the Assess, Plan, Do, Review Cycle to monitor progress and the effectiveness of the support in place.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is **additional to or different from** that which is normally available as part of high quality teaching they will no longer be seen as requiring SEN Support. At this point through discussion and agreement with parents/ carers the student will be removed from the school's SEND Register.

Statutory Assessment of Needs – Education Health and Care Plans (EHCP)

Where, despite TBGS having taken relevant and purposeful action to identify, assess and meet the special educational needs/ disabilities of the student, the student still has not made expected progress, the parents/ carers and/ or school should consider requesting an Education, Health and Care Plan needs assessment. The evidence gathered in the review process will help the Local Authority in determining whether this statutory assessment of needs is required.

When a student has an EHCP, the Local Authority must review the plan every twelve months as a minimum. TBGS will hold an Annual Review and complete all appropriate paperwork to ensure the student's needs are being met adequately.

Roles & Responsibilities

The Governing Body

The Governing Body will ensure that there is a designated coordinator for SEND (the SENDCO) who takes responsibility for assessing the needs of SEND students and oversees the necessary provision for and monitoring of those students. They will ensure that the SENDCO has the time and resources to fulfil the responsibilities outlined in the job description for that post and ensure that the school conforms to the SEND Code of Practice (January 2015) when carrying out its duties towards all students with SEND.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for students with SEND. The Head Teacher will keep the Governing Body informed on SEND. He will work closely with Deputy Head teachers for Curriculum and Pastoral.

The SENDCO

- Overseeing the day-to-day operation of the school's SEN policy



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- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with outside agencies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Contributing to professional development and auditing staff training needs with respects to SEND
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Responsibility for access arrangements and liaison with the Exams Officer
- Ensuring effective transition for students transferring from another institution

All Teaching Staff

- All teaching staff are aware of TBGS's SEND Policy and procedures for identifying, assessing and making provision for SEND students.
- Teachers are responsible for setting suitable differentiated learning challenges and facilitating effective special educational provision in response to barriers to learning.
- Monitor and review the progress of SEND students and arrange appropriate interventions where there are concerns about progress.
- Communicate any concerns to Heads of House and/ or SENDCO via the correct SEND Referral Form.
- Attend appropriate training to enhance their professional development with respects to SEND students.
- Non- teaching staff involved with students are aware of the SEND Policy.

Monitoring & Evaluation

Regular monitoring of the quality of provision for all students, including those with SEND, follows the school's monitoring and assessment calendar. The cycle of Assess, Plan, Do, Review at the termly meetings ensures that all students with SEND have their individual provision reviewed regularly with rigour.



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The SENDCO will provide an annual report for the governing body on the progress and inclusion of SEND students. The SEND Governor will meet up with the SENDCO at least annually for a review of progress of the students with SEND.

The SEND Information Report and Local Offer will be updated at least every two years for the School website and submitted to the Local Authority as required.

Consultation- needs adding to

Related TBGS Policies/ Documents

- Admissions Policy <https://www.tbgs.co.uk/wp-content/uploads/2018/04/2019-tbgs-admissions-policy.pdf>
- TBGS Local Offer/ SEN Information Report <https://www.tbgs.co.uk/wp-content/uploads/2018/04/tbgs-20172018-local-offer.pdf>
- Managing Medicines in School Policy <https://www.tbgs.co.uk/wp-content/uploads/2018/04/managing-medicines.pdf>
- Accessibility Plan <https://www.tbgs.co.uk/wp-content/uploads/2018/04/accessibility-plan-2017.pdf>
- Equality Objectives <https://www.tbgs.co.uk/wp-content/uploads/2018/04/equality-objectives-2017.pdf>

Complaints Procedure

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

Key Personnel

Role	Name of staff member
Head Teacher	Mr P Lawrence
Deputy Head Teachers Teaching & Learning / Pastoral	Mr A Kosmaczewski / Mr S Lyne-Ley
SENDCO	Mrs L Munns
Designated Safeguarding Lead	Mr S Lyne-Ley
Nominated SEND governor	Mrs C Weston
Mental Health & Wellbeing Lead/ School Counsellor	Mrs S Walker
Pastoral Support Worker	Mrs C Pitocco



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Reviewed by	Date of approval	Review cycle	Next Review Date	Statutory/ Non Statutory	Website
Personnel				Statutory	Yes

Signatures

Chair of Governors