

GRACE COLLEGE

Special Educational Needs Policy



Rationale

At Grace College every young person is equal, valued, and unique. We place high value on the importance of developing a culture which prioritises the pursuit of knowledge and the development of character, and as a result we have high aspirations for all students who attend Grace College. We aim to provide an environment where all young people feel safe and can flourish and as a result will respond to individuals in ways which consider their individual needs. Grace College is committed to providing an appropriate and high-quality, inclusive education to everyone within its community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Policy Statement

All students are entitled to a broad, balanced, relevant, and differentiated curriculum. The College will affect such entitlement by enabling appropriate access to the whole curriculum for all students. All students identified as having Special Educational Needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for students with Special Educational Needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support paying attention to the students' individual targets, through the use of Student passports and where applicable an Education, Health and Care Plan (EHCP). All teachers will be made aware of, and be responsible for, students with Special Educational Needs, being provided with an updated passport or EHCP following all reviews.

The College will ensure the provision of appropriate time, resources, and in-service training to enable teachers to deal effectively with students with Special Educational Needs.

Grace College recognises the necessity to work in partnership with parents/carers and will ensure that parents/carers receive information on the statutory procedures and the outcomes for their children.

Definitions

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning or disability if they have:

- A significantly greater difficulty in learning than the majority of other of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made for other young people of the same age in mainstream schools.

Legislation and Guidance

We have a responsibility to encourage excellent Special Educational Needs and Disabilities (SEND) practice throughout Grace College for the benefit of all students. To encourage excellent practice, we are committed to the following principles:

- To ensure equality of provision for young people with Special Educational Needs and Disabilities (SEND).

- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting students at school with medical conditions 2014
- To ensure that all students' needs are identified, assessed, and met and regularly reviewed to improve outcomes
- To ensure all staff are aware of disability equality and support positive outcomes for students.
- To provide flexible and sensitive support for student learning and cater for students short- and long-term needs
- To ensure that teaching staff are aware of students needs and to provide relevant information to inform their planning of classroom experiences
- To give guidance on appropriate resources to meet the needs of the College and individual students
- To establish a working partnership with parents/carers to support student learning and development
- To provide a framework for the monitoring, and evaluation of policy, practice, and provision
- To support appropriate in-service training for all staff
- To keep the governing body informed of all aspects of learning support in The College

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of difficulty with scaffolding but high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Through the appropriate provision and intervention, students who have accessed any student support:

- Have positive, trusting relationships with both staff and their peers. Have a sense of belonging and connectedness to others in the college and wider community.
- Can recognise how they are thinking, feeling and acting
- Can start to co-regulate with support from others and are in the process of working towards successful self-regulation.
- Can reflect on their own needs and plans for the future
- Can grow and develop resilience to any obstacles they face.
- There will be an improvement in the child's scaling exercise.
- There will be an improvement in the child's data, e.g. attendance, behaviour and progress.

From September 2025, our student support provision will run as a tiered approach.

1. Tier 1 – Universal offer. Quality First Teaching. This is our Grace College offer.
2. Tier 2 – Monitoring. Early identification. Screeners, etc.
3. Tier 3 – SEND register. Targeted intervention.
4. Tier 4 – Referral for specialist support.

The Hub is a central part of our SEND provision, offering targeted, structured, and inclusive support for students with a range of special educational needs, including Social, Emotional and Mental Health (SEMH) difficulties. The Hub provides a calm, nurturing space where students can access bespoke support to help them succeed both academically and emotionally.

Identification of Needs

- The SEND team works closely with teachers, support staff and families to identify students requiring additional support.
- Needs are identified through observations, assessments, academic tracking, behaviour logs and direct referrals.
- Collaboration with external professionals

Support and Intervention

- The Hub offers personalised support plans based on each student's EHCP, learning profile or their student passport.

Provision could include:

- o Small group or 1:1 academic support in literacy, numeracy, and social communication.
- o Emotional regulation and resilience-building programmes tailored to SEMH needs.
- o Structured interventions for speech and language, executive function, and sensory needs.
- o Access to quiet, low-stimulation spaces during the school day, including supported transitions and social times.

Integrated Provision could include:

- The Hub works in close partnership with the pastoral and welfare teams to ensure joined up care.
- A consistent team of trained LSAs and specialist staff provide daily support. Our LSAs are deployed to subject areas and based on needs.
- Teaching staff are supported through ongoing CPD and SEND strategies, ensuring needs are met in and out of the classroom. Our SEND CPD is interleaved throughout our CPD calendar and isn't done separately as an 'add on'.

Training and intervention offered by our staff could include:

- ESBA
- ELSA
- Solution circles
- Zones of regulation
- Talk about for teenagers
- Anger management
- Anger Gremlins
- Art therapy
- Lego therapy
- Restorative Practice
- Peer Mediation
- Philosophy for children practice
- Relational Practice in the classroom
- Trauma Informed Practice
- Winston's Wish – bereavement support
- RISE – all broad areas of emotional wellbeing, including sleep, eating, healthy relationships, stress, anxiety, exam stress etc.

We can and have referred to external agencies such as: RISE, LINT, HINT, EP services, CYPS, SPA referrals, MDT, early help, NUFC and YOLO etc.).

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.
- 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 pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Roles and responsibilities

Mrs J Starkey is our Assistant Vice Principal of Student Support and our named SENCO at Grace College.

Mrs Blundred is also part of our student support team and is our SENCO in school.

Miss Burnett also supports our student support team and is our school's Deputy SENCO. The key role of the SENDCOs is to co-ordinate SEND provision throughout the College. As the term 'special needs' can be defined in a variety of meaningful statements, it is imperative that the SENCO has a clear vision of what SEND and relevant provision mean to the staff, parents and students of Grace College and thus co-ordinate provision to ensure meaningful learning experiences.

SENCO duties supporting SEN and disability

Pastoral

- Liaison with the Vice Principal Student Support and Student Development) and the Assistant Vice Principal (Student Support) to ensure equality of opportunity and integration of students with SEND.
- Supporting the pastoral team to review behavioural and attendance data of students with SEND or those with emerging SEND needs.
- Complete referrals to outside agencies when required including but not limited to the High Incidents Needs Team (HINT), Children and Young People's services (CYPS) and Children and Adolescent Mental Health Services (CAMHS).
- Liaise with parents/carers of students with SEND.
- Liaise with primary feeder schools, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Act as an advocate for students with SEND.
- Provide access to individual mentoring for students with SEND.
- Attend any TAF, CP meetings concerning students with SEND.
- Liaise with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned.
- Support the attendance manager with attendance meetings with SEND students.
- Ensure that the College keeps the records of all students with SEND up to date.

Inclusion

- The SENCOs liaise with the Vice Principal (Student Support and Student Development) to ensure up to date, relevant SEND information is available.
- Be a key point of contact with external agencies, especially the Local Authority and its support services.
- Ensure reasonable adjustments are made for students with SEND to enable them to be play a full part in college life.

Environment

- To ensure a positive, pleasant, caring, and comfortable working environment for students with special educational needs.

Curriculum

- Liaison with the Vice Principal Quality of Education, and the Assistant Vice Principals for Student Attainment to ensure the curriculum is meeting the needs of all students in all subjects to support progress of SEND students in line with their peers.
- Advising colleagues on the range of support available to staff and students.
- Liaison with relevant staff to ensure that support is directed to students when required.
- Providing Heads of Department with information for purposes of setting and/or Teaching and Learning
- Providing Departments with opportunities for accessing SEND support teachers and Learning Support Assistants.
- Monitor and evaluate SEND provision each half term.
- Work with the Principal and College Governors to ensure that the College meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements, including those for public examinations.
- Direct in-class support to support colleagues across the curriculum.
- Discuss curriculum issues relating to SEND with Senior Management.
- Ensure all matters relating to SEND have a high profile across the College.

Assessment

- To supplement the whole College assessment with individual assessment of students SEND, where required and appropriate.
- To support with transition, through liaison with feeder primary schools, to collect information on students, including those with SEND.

Administration

- To produce timetables for Learning Support Staff.
- To read and act upon the information included in the SEND records of all students entering the College either in Year 7 or mid-term.
- To analyse data in relation to student outcomes to identify next steps.
- To produce Student passports for all students with SEND, outlining areas of strength and need, as well as support strategies.
- To keep registers of students with SEND up to date including their level of performance and acquaint staff of amendments on a regular basis.
- To produce review timetables for students with SEND and be responsible for distribution of invitations to parents and external agents, where formal meetings are required as part of the review process.
- To chair formal reviews for students with an EHCP or external agency involvement.
- To ensure that all documentation relating to reviews of students with SEND is up-to-date and distributed to all concerned,
- To prepare educational advice for applications for Education, Health Care Plans.
- To ensure SEND resources and stock are reviewed and renewed.

Staff development

- To provide whole staff training to ensure that the policy on SEND is being adhered to.
- To provide whole staff training to ensure effective delivery of the curriculum in line with the Emmanuel Schools Foundation teaching principles.
- To provide specific SEND training to teachers and Learning Support Assistants.
- Support and advise colleagues to develop best practice for SEND students in every classroom.

The Governing Body

The Governor responsible for SEND: Natasha Tyrwhitt-Drake.

The Governing Body, in consultation with the principal, determines the College's general policy and approach to provision for students with SEND, establishes appropriate staffing and funding arrangements and maintains a general overview of the College's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any student with SEND
- Ensures that all students, including those with SEND have access to a broad and balance curriculum
- Monitor the quality and effectiveness of SEN and disability provision within the College and update the governing body on this
- Work with the Head of School and SENDCOs to determine the strategic development of the SEN policy and provision in college.

The Principal

The Principal is responsible for the day-to-day management of all aspects of the College's work, including SEND. The Principal keeps the Governing Body informed of all developments regarding SEND. Some SEND responsibilities may be delegated to a member of the College Leadership Team.

Subject Teachers

Grace College accepts its duty to its students and acknowledges that many students may at some time, have trouble with their learning. All teachers, whatever their role, will be responsible for students who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively, and effectively as possible.

Subject teachers are responsible for the progress and development of every student in their class by:

- Working closely with any learning support assistants or specialist staff from external agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCOs to review each student's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

Resources

The Principal and SENDCOs are responsible for the operational management of the budget for SEND provision. The College will use a range of additional funding including the national SEND budget and, where applicable, Pupil Premium to provide high quality appropriate support for students with SEND. The support allocated to students with SEND will be determined by the needs of these students. All staff are aware of the nature of the intake, have access to the SEND Register, hold information about each student's SATs performance and have access to reading test results and CAT scores.

The College will ensure that the College's Curriculum is delivered in an appropriate and challenging way to meet student need. Resources, both human and material, will be made available as needed.