

## POLICY STATEMENT

<b>Number</b> 31	<b>Approved by the Board of Trustees</b> December 2025
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### SPECIAL EDUCATIONAL NEEDS & DISABILITY

*This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:*

- *Part 3 of the Children and Families Act 2014 (insert links), which sets out schools' responsibilities for students with SEND and disabilities.*
- *The Special Educational Needs and Disability Regulations 2014 (insert links), which detail schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENCOs), and the SEND information report.*
- *SEND Code of Practice: 0 to 25 years, (insert link) which provides statutory guidance for organisations working with children and young people with SEND.*

#### **Aims**

- *All students are entitled to equal educational opportunities and access to a broad, balanced curriculum.*
- *Every student will be supported to feel valued, achieve success, and develop positive self-esteem.*
- *Support will be provided according to each student's identified needs.*
- *All teachers share responsibility for the education of students with SEND.*
- *Special needs provision will be delivered in a caring, supportive environment that promotes learning.*
- *Students will be taught in their class group, with withdrawal for additional support only when necessary.*

#### **SEN Register**

*A student is added to the SEN register if they require support or provision that is different from or additional to the offer we provide for children of the same age at Lancaster Royal grammar School. The register codes are:*

- *E: EHCP in place*
- *K: Receiving additional support*
- *M: Being monitored for possible additional support*

#### **Roles and Responsibilities**

*The SENDCO will:*

- *Collaborate with the headteacher and SEND governor on the strategic development of SEND policy and provision.*

- *Oversee daily implementation of the SEND policy and coordinate support for students with SEND, including those with EHC plans.*
- *Provide guidance to staff and liaise with parents and external agencies to ensure effective support and quality teaching.*
- *Advise on the graduated approach to SEND support and resource allocation.*
- *Act as the main contact for external agencies, including the local authority.*
- *Support transitions by informing students and parents of future education options.*
- *Ensure compliance with the Equality Act 2010 regarding reasonable adjustments and access.*
- *Maintain accurate records of all students with SEND.*

***The SEND governor will:***

- *Raise awareness of SEND issues at board meetings.*
- *Monitor and report on the quality of SEND and disability provision.*
- *Work with the Headteacher and SENDCO on the school's SEND policy and provision*

***Class teachers are responsible for:***

- *The progress and development of every student in their class.*
- *Working with teaching assistants and specialists to plan and assess support and interventions.*
- *Regularly checking Provision Maps for required in-class recommendations.*
- *Reviewing student progress with the SENDCO and adjusting provision as needed.*
- *Following the SEND policy.*

***Graduated Response***

*We use a graduated approach with a four-part cycle—assess, plan, do, review—centred on the views of the child and parents.*

- ***Assess:*** *Use information from previous schools, baseline, and classroom assessments to identify needs. Staff refer concerns to the department when necessary, supporting decisions on in-school or external support.*
- ***Plan:*** *Ensure inclusive planning for SEND pupils. Update Individual Education Plans (IEPs) and EHCPs to accurately reflect each child's needs.*
- ***Do:*** *Deliver high-quality, adaptive teaching and targeted interventions based on assessed needs.*
- ***Review:*** *Review IEPs termly and EHCPs half-termly, with annual reviews for EHCPs.*

***Supporting Students Moving Between Phases and Preparing for Adulthood***

*We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.*

*For students who have an EHCP this will be discussed at the transition review and plans made between school and the destination for students. Consultation with parents/carers and students will inform all transition planning, and this will be tailored to the individual.*

***Enabling Students with SEND to Engage in Extra-curricular activities***

*All extra-curricular activities and school visits are open to all students, including those with SEND. No student will be excluded from these activities due to SEND. There may be elements of activities and visits that are not accessible for safety or safeguarding concerns. However, where a student with*

*SEND wishes to participate, the SENDCO will work with activity leaders to ensure appropriate support is provided and reasonable adjustments are made.*

### **Referrals and Working with Other Agencies**

*Many services are overstretched, so accessing certain assessments (e.g., for ASD or ADHD) can take over three years due to NHS waiting times. School referrals require us to gather evidence from staff, conduct observations, and consult services as needed. This process is not quick, and evidence may not always be conclusive. We keep parents informed and base referrals on what we observe in school and information from home. Final decisions on assessment or diagnosis are made by external agencies and are beyond our control.*

### **Exam Access Arrangements**

- *The SENCO and the dedicated Access arrangement coordinator undertake regular CPD annually to keep up to date with regulations.*
- *JCQ the Joint Council for Qualifications stipulates that we make the decision on appropriate access arrangements for the students. It is important to note that although professionals from other organisations may give advice, they cannot make decisions for the centre.*
- *We will only process applications where students meet the JCQ criteria and have full supporting evidence in place.*
- *Students must have used these exam concessions as their normal way of working for a significant amount of time. This is based off their learning in school and not how they present at home.*
- *A student with SEN does not get automatic entitlement to access arrangements, they may not meet the criteria.*

### **Monitoring Arrangements**

*This policy and information report will be reviewed by the SENDCO every year. It will then go to the Governing Board for approval*

### **Complaints about SEND Provision**

*In the first instance write to the SENCO, who will deal promptly with any problems that are raised.*

*If the matter is not dealt with satisfactorily then contact should be made with either the appropriate Deputy Head: Pastoral Care or Academic or the Headmaster. If parents, at this point do not agree with the school's decision, they have the right to appeal to the Chair of Trustees via the Clerk to the Trustees.*