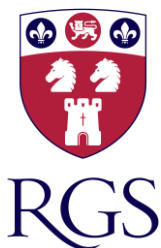


**SPECIAL
EDUCATIONAL
NEEDS
and
DISABILITY
POLICY**



RGS



SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Newcastle upon Tyne Royal Grammar School

PRINCIPLES

This policy seeks to ensure that provision for children with special educational needs and disability (SEND) is a matter for Royal Grammar School Newcastle (RGS) as a whole. The school's Governors, Headmaster and all other members of staff will have regard to the statutory guidance within the [SEND CODE OF PRACTICE 2015](#). The aim is for inclusive, collaborative and supportive education for all SEND students at RGS and sets out duties and procedures relating to the Children and Families Act 2014.

BACKGROUND

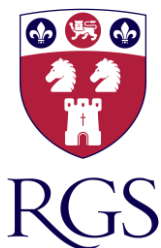
RGS is an aged 7-18, academically selective independent co-educational day school. It is keenly aware that addressing individual learning needs is the key to student success and, therefore, this policy seeks to inform teaching and learning throughout the School.

OBJECTIVES OF SPECIAL NEEDS and DISABILITY PROVISION

- To help all students at RGS to achieve full access to the curriculum, including school trips and extra-curricular activity, and that their needs are taken into account with regard to school procedures and examination arrangements.
- To minimize the impact that the barriers that the students experience in school in terms of learning, social learning and (mental) health.
- To support all members of the School (teachers and students) to develop an awareness of, and respect for, individual differences and alternative ways of learning, differentiation and feel confident in their capacity to support these students.
- To monitor progress of students with SEND and devise approaches and interventions to help them thrive in the classroom and beyond.
- To provide advice and guidance to students, parents and teaching staff as appropriate.
- To help students and families access assessment and support for SEND and specific learning difficulties, e.g. dyslexia, dyspraxia or Autism Spectrum Difficulties.
- To help maintain positive mental health of students with additional needs.

ARRANGEMENTS FOR COORDINATING AND MONITORING SEND PROVISION

The Director of Student Progress, Learning and Support (DSPLS), Alice Lee, oversees arrangements for coordinating and monitoring SEND provision throughout both the Senior and Junior School, working closely with the Deputy Head (Pastoral) and Deputy Head (Academic). Together, they have general responsibility for monitoring the progress of students with SEND and maintaining communication with their teachers and parents. Their more specific functions are listed below, but as the understanding of SEND improves



nationally and the awareness of the diversity and needs of our students is enhanced, it is clear that no list can be exhaustive. Some students have complex needs and it is likely that in addition to the school's pastoral response, the DSPLS has a close working relationship with parents and a role with local authority outside agencies such as SENTASS, Parent Partnership, Speech Therapy, CYPs/CAMHS and medical professionals.

The DSPLS carries out the following functions or ensures others do so:

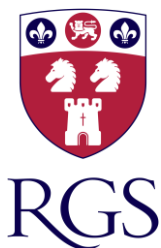
- Contributing and supporting where necessary to the admissions process.
- Day-to-day operation of the school's SEND policy.
- Coordinating the work of Learning Support Assistants.
- Overseeing records of students with SEND.
- Liaison and collaborative work with external support services including educational, clinical and health psychologists and psychiatrists.
- Liaison and advice to fellow teachers and staff and supporting staff to support students.
- Regular in-service training SEND training of staff.
- Liaison with parents and co-collaboration of learning plans and other support.
- Working with pastoral staff to coordinate or undertake assessment and provision of students with SEND.
- Liaising with the school's Exam Officer and Exams Assessor to coordinate access arrangements for external examining bodies.
- Determining need for provision of extra time and other access arrangements for internal exams.
- Contributing to planning and provision for students with other learning needs and supporting their positive mental health.
- Reviewing progress of students with SEND with the Deputy Head (Pastoral) and completing an annual report for Governors.

The DSPLS works increasingly closely with pastoral and academic staff and liaises with other schools to provide the best proactive and often innovative, evidence-based approaches for each individual student. She is managed and supported by the Deputy Head (Academic). The Deputy Head (Pastoral) oversees an annual review of the SEND provision in the Senior School and in the Junior School. This review also results in a report which is presented to the Governors.

The importance of community at the RGS has been highlighted in the school's new development plan for 2018-23 and in this context, there are a range of ways in which the importance of valuing and promoting diversity and difference are examined, in age appropriate ways, throughout the School including (but not exclusively) the PSHE and P&R curricula, assemblies, tutor time and in the school's response to incidents of intolerance. This also further enhances the school's promotion of British Values.

THE ROLE OF THE GOVERNING BODY

The Governing Body's arrangements for coordinating SEND provision follow the *Special Educational Needs and Disability Act 2001*, using the Code of Practice to guide best practice and reflect the differences in governance between maintained and independent schools. The Governing Body will receive annual reports from the Headmaster. The Governing Body asks one Governor to take particular interest in SEND issues. The nominated Governor for this is Aarti Gupta. The nominated Governor and relevant staff usually meet each term to review SEND provision and are in contact at various points throughout the year.



The Governors play a significant part in overseeing school self-review and will, with the Headmaster, decide the school's general policy and approach to meeting students' special educational needs. The Governors will ensure that:

- They are fully apprised of the developing and monitoring of the school's SEND policy.
- All Governors (especially any SEND Governors) are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment, personnel and resources are deployed.
- SEND provision is part of the school development plan.
- The quality of SEND provision is monitored using hard and soft data, qualitative information and student and parents' views and wishes.

THE ROLE OF TEACHING STAFF

"All teachers are teachers of children with special educational needs" SEND Code of Practice: 2014.

Teachers should:

- Be aware of SEND students' individual needs and attend whole school training sessions. Each teacher has a responsibility for ensuring they provide 'quality first' teaching and differentiation.
- Ensure they have up-to-date knowledge about the implications of all relevant learning needs in their classroom teaching, including strategies outlined in an individual Learning Profile.
- Discreetly, but positively support students with their learning.
- Liaise with SEND specialist/s to identify areas of difficulty in their subject area and agree appropriate strategies.
- Have access to the SEND Team/Share Point which provides information to guide teachers supporting students with additional needs as well as individual Learning Profiles.

ADMISSIONS ARRANGEMENTS

The method of selection for admission to RGS varies according to the age of the applicant (see the school's *Admissions policy*), and is designed foremost to assess the child's potential to flourish within the school's fast-paced academic programme. Treating children as individuals is important to the School, and it welcomes children with SEND provided that it can reasonably give them the support they need in order to thrive on those terms.

Before children undergo the usual assessment procedure for their age, their parents are urged to talk to the School well in advance about individual needs and any special arrangements such as extra time, usually an Educational Psychologist's report may be helpful but not necessary.

STUDENTS WITH PHYSICAL DISABILITIES

- Facilities for students with special educational needs at RGS include those which increase or assist access to the School by students who are disabled.



- Reasonable adjustments to the curriculum and an inclusive approach to teaching and learning will aim to include students with disabilities.
- Specific arrangements will be made for students with hearing or visual impairment, following the advice of expert agencies where available /possible.
- This SEND policy has regard to the school's *Accessibility Plan 2018-2021* which is drafted in accordance with the *SENDDA 2001*.

ENGLISH AS AN ADDITIONAL LANGUAGE

It must be stressed that having a language other than English as a first (mother) tongue is *not a special educational need*. However, given the high academic demands of RGS, a student who is not a fluent English speaker but has nonetheless satisfied the school's academic entry requirements may find the pace very challenging. Where appropriate, the School will support, through teachers and Learning Support. The School may recommend tuition in English as an additional language and will offer to make arrangements for this so that the student is not disadvantaged. There may be an additional charge on school fees for outside tuition.

SCREENING AND IDENTIFICATION OF SEND

The special educational needs of students within the School may be known before they start or may become apparent at any other time. Information may be received from primary schools, parents, other agencies, through internal baseline testing or through observation of progress and discussion with teachers. Support is given and progress monitored through pastoral and academic heads, who inform staff and the school's SEND specialist/s of student needs.

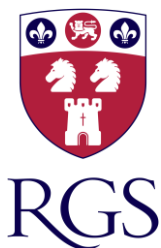
When new students start the school, we measure baseline capabilities through adaptive testing. Additional needs are also identified through professional awareness of needs and a collaborative approach with parents to ensure that concerns are looked into and an individualised approach provided in the necessary areas. Teaching staff receive training in the identification and support of students with specific learning difficulties. The Junior School screen to help understand when a child needs more help learning phonics, for example.

The School does not possess the expertise to formally diagnose medically based needs e.g. dyspraxia, ADHD, Autistic Spectrum Disorders, although specific learning and psychological needs are diagnosable within school. Some assessments may highlight factors suggestive of these conditions when combined with qualitative information from the student, parents and teachers. When the School believes that a student may have an additional need, it will note these concerns, discuss them with parents and potentially assess or arrange an assessment by an appropriate specialist if the parents wish or the school feel it would be helpful. We maintain regular meetings to review progress.

Medical information relevant to students' learning is passed on to teaching staff by the School Nurse through the pastoral system. A Learning Profile will be shared with staff for those students whose medical needs require teaching adaptations.

The School is currently developing a wide-ranging approach to study and learning skills and is committed to constant review of the effectiveness of its teaching and learning for all students. Sometimes a Learning Profile may be an appropriate tool for ensuring an individual student's needs are met in school. Discussion between staff and Learning Support specialists are supported through the Learning Profile, which helps identify and develop a process of support. The DSPLS oversees the compilation of a Learning Profile. Each student is reviewed at least annually and updated information is recorded on their Learning Profile.

STUDENTS WITH AN EDUCATION AND HEALTH CARE (EHC)

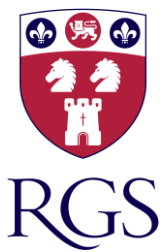


PLAN

Students with a local authority EHC plan (previously known as a statement of needs) may join RGS if they satisfy its academic entry requirements. The SEND Code of Practice 2015 states that the local authority has a statutory duty to monitor and annually review provision for all students with an EHC plan, whether they are in a maintained or independent school. The RGS supports the requirement to undertake an annual review of plans in conjunction with local authority advisors. In cases where a student cannot fully engage in their education at RGS due to their SEND and where these SEND have become apparent since they joined, the School may ask the student's local authority for an EHC assessment to be carried out with a view to them receiving an EHCP and receiving additional support to help the student.

EXCEPTIONALLY ABLE STUDENTS

Students are provided with differentiation and extension activities across the curriculum when they are known to be of exceptional ability. There is also a programme of extension opportunities within the Departmental Stretch list. The articulated University dislike of early entry for public exams means that, even where students display exceptional ability, the School will discourage students from sitting exams outside their age-cohort. Responsibility for stretching the most able students is inter-departmental. There is recognition that there should be opportunities for breadth of education too, either through differentiation in the classroom, through extra-curricular activities, extension learning or Sixth Form programmes where appropriate. The School is also aware that some exceptionally able students may find it hard to form friendships and navigate the social challenges of growing up, and looks to support these students through its pastoral system. The School also recognises that students may have dual exceptionalities (SEND and AGT) and approaches the support of these students through pastoral and SEND support.



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