Special Educational Needs Policy

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Newcastle upon Tyne Royal Grammar School

Rationale - underlying philosophy and ethos

At the Royal Grammar School (RGS), we believe that every young person is equal, valued, and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and reflects their individual needs.

We are committed to providing an education that is embedded in High Quality Teaching (HQT), enriching co-curricular experiences and bespoke partnerships which underpins the ethos and values of RGS for our students and to everyone within our community. Within the Learning Support Department, we aim to remove barriers to learning and ensure inclusion for all young people. This policy aims to be integrated within our school's ethos and values:

- We seek to promote **a love of learning** in an environment where students feel free to be themselves.
- A **sense of belonging** so students will always feel part of our school community.
- We encourage our students to try within a framework of support and nurture where lifelong friendships are developed through **a belief in each other**.
- We are **ambitious to succeed** which instils a desire for our students to be successful and proud of their achievements.

Background

RGS is an aged 7-18, academically selective independent co-educational day school. We fully embrace the SEN Code of Practice (2015) which identifies special educational needs as:

"A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support" (2015:94)

The majority of SEND Students are supported first and foremost in the classroom supported by highly trained subject specific teachers applying HQT and adaptive teaching methods. Where an individual requires provision that is 'additional to and different from' their peers in the classroom the Learning Support Department endeavour to provide bespoke 1:1 support sessions or small group study skills sessions which are required to support our students to make use of the educational opportunities awarded to them in order to make the expected range of progress from their individual starting point.

Objectives

- To ensure equality of provision for young people with special educational needs and disabilities (SEND)
- To take into account legislation related to SEND, 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 provide full access for all students to a broad, balanced, and relevant curriculum
- To ensure that the needs of young people with SEND are identified, assessed, provided for, and regularly reviewed to improve outcomes.
- To enable young people with SEND to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the young person into account.
- To provide detailed information about the arrangements for identifying, assessing, and making provision for students with SEND

Roles and Responsibilities

The Head of Learning Support - Special Educational Needs Coordinator (SENDCo), is responsible for ensuring SEND students are fully included in all aspects of school life.

Our SENDCo will:

- Manage the day-to-day operation of the policy.
- Co-ordinate the provision for students with SEND.
- Deploy and coordinate the skills of the Learning Support Assistants (LSA) and the wider SEND team.
- Maintain the SEND register and regularly update the SEND provision map in line with the LS Department.
- Maintain resources and specific interventions to ensure appropriate provision is made for those students who may have additional needs.
- Track progress using school-based assessment data.
- Complete referrals to outside agencies when required complete relevant documentation required for additional funding for students at School Support, those with Top-up Funding and High Needs Funding.
- Support and advise colleagues with HQT strategies that inform L&T practice.
- 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.
- Monitor and evaluate the SEND provision and report to the governing body.
- Function as a link with outside agencies.
- Liaise with the Designated Teacher where a looked after student has SEND.
- Advise on the graduated approach to providing SEND support.

- Advise on the deployment of the school's SEND budget and other resources to meet students' needs effectively.
- Liaise with parents of students with SEND.
- Liaise with primary feeder schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies to inform support for our students upon transition.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned.
- Work with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements, including those for public examinations ensure that the school keeps the records of all students with SEND up to date

Our SENDCo, who has achieved the National Award for SEND Coordination, will line manage our Learning Support Assistants and Specialist ASC Teacher who have a range of experiences, expertise, and qualifications.

The governor responsible for SEND and Inclusion is: Dr Xanthe Brock

The Education Committee will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Head and the SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Head will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.
- The faculty is line managed by the Deputy Head Academic who deputises for the Head on these matters.

Class Teachers should:

- Take responsibility for the progress and development of every student in their class.
- Set high expectations for every student and aim to scaffold and stretch individuals in line with their expected attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving, and every student with SEND will be able to access a challenging and supportive curriculum.
- Endeavour to anticipate student's individual needs and plan lesson adjustments accordingly.
- Ensure reasonable adjustments are in place to overcome barriers to learning in the classroom.

- Work closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and, where deemed necessary, 1:1/small group intervention explicitly linking this to classroom teaching.
- Work with the SENDCo to review student's progress and development of individuals and decide on any changes to provision.

Heads of Department are responsible for:

- Monitoring each student's progress in line with the Assess, Plan, Do & Review (APDR) cycles to give an early indication of additional needs.
- Scaffold and differentiate schemes of work to enable all students to achieve appropriate and aspirational attainment targets.
- Liaising with the SENDCo regarding any student failing to make progress relating to a known or anticipated Special Educational Need

Tutors will also:

- Monitor the achievement, progress, and destinations of all their tutees.
- Liaise with the SENDCo where there is a pastoral or wellbeing concern for tutees with SEND.

Learning Support Assistants will:

- Perform their duties in line with the SEND Code of Practice (2015), SEND Development Plan, as outlined in their role and responsibilities.
- Support teachers and students access the curriculum for students with SEND.
- Implement learning support within lessons as and when required.
- Work with small groups of students or individual students as directed by the SENDCo.
- Lead small group or one to one intervention at Form time, before or after school, at break or lunchtime, under the guidance of the SENDCo. This will be carefully planned so that these students still have appropriate social and down time.
- Develop students' independence and develop transferable skills for students to use in the classroom.
- Work with students to encourage their participation in the development and review of Student Passports, Student Support Plans or Annual Reviews.
- Continually access training and development to further develop their skills, knowledge and understanding of how to support students with SEND.

School definition of SEND Support

The SEND Code of Practice (2015) defines SEND as.

'A learning difficulty or disability which calls for special educational provision to be made for them (a child or young person). A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age;

or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to conduct normal day-to-day activities.

When reviewing and managing special educational provision there are four broad areas of need which give an overview of the range of needs that should be planned for and supported in school. The RGS reviews how well equipped we are to provide support across the four areas of need through an initial concerns process and in consultation with parents and external professionals where appropriate.

The Four Areas of Need:

- **Communication & Interaction:** Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication.

- The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Children and young people with Autism (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

- **Cognition & Learning** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

- **Social, emotional, and mental health difficulties (SEMH)** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

- Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory or physical needs** Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy, and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

SEN Code of Practice (2015:6.28-6.35)

These conditions can be age-related and can fluctuate over time.

A student with a disability is covered by the definition of SEND if they require special educational provision. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

For students at the RGS, Learning Support provision 'means educational provision, which is additional to, or otherwise different from, the educational provision made generally for students of the child's age in the school.'

Access to Facilities and Provision

The school has a Learning Support Base which is used to support more vulnerable students at breaks and lunches as well as small group teaching and bespoke interventions. An additional space has been utilised for use during social times to facilitate those students who would benefit from additional social support.

Admission Arrangements

RGS is an academically selective school who welcomes applications from all individuals in line with our admissions policy. We welcome all children who will flourish within the schools fast paced academic and co-curricular program and we further welcome applications from individuals who may have an identified additional need in line with the Equality Act (2010). The RGS community also welcome the applications from individuals who may have a SEND need as part of our bursary application process.

All students who apply to join our school participate in an entrance examination and successful candidates will be invited to return to school to access curriculum lessons as part of an activity day. As part of this process all SEND paperwork and reports from professionals should be shared in advance of the admissions day. Further meetings and communications ahead of this day can be made via our admissions team to discuss access arrangements and the student's normal way of working.

Whilst we welcome individuals who may have additional needs, RGS must also stipulate that there are limitations to the amount of specialist provision or individual accommodations we can make in line with the size and capacity of our buildings and classrooms. Therefore, we regretfully are limited to the number of wheelchair users who can access certain year groups at the same time.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective student is not going to be able to access the education offered, or that their health and safety or those of other students or staff may be put at risk, we may not be able to offer a place at the RGS.

The School's Admissions Policy is available on the RGS website. It applies equally to all prospective students and details how the RGS supports those applicants with SEN and/or a disability.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdrawal of a student from the RGS if, in our opinion after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the RGS will support the parents in finding an alternative placement which will meet the child's needs.

Identification, Assessment and Review Arrangements

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in school.

The code states that "early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life." Some children will arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school or setting to ensure there is a smooth transition and continuity of provision.

If, during a student's time at our school, teachers have concerns about student progress or attainment, parents will be contacted by either the SENDCo or a member of the SEND team to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the student's progress compared with peers and expectations of progress. Following this, and in consultation with all relevant staff at school, the student (if appropriate) and the student's parents, the student may be identified as having SEND (after a further referral to the relevant professional) and appropriate provision be made.

If parents have any concerns about their child, they should contact the appropriate Head of Year in the first instance to discuss their progress in line with the graduated response. Alternatively, parents may make an appointment to see the SENDCo if there are significant cause for concern.

Our SEND support is modelled on the graduated response approach, which is a four-part cycle of Assess, Plan, Do, Review. This process will include a period of monitoring where adaptations to HQT strategies will be implemented by class teachers as the first line of support for students.

Assess

Subject teachers, Heads of Year, Deputy Head Academic and the Exams Assessor (where appropriate) and the SENDCo, will conduct a clear analysis of a student's educational needs; this assessment will be reviewed regularly. Where available, outside professionals will help inform the referral process and parents will be asked to contribute to this process. We use the following assessments to inform how to support and remove the barriers to learning:

- CAT Scores
- Assessments on entry
- LUCID EXACT – GL Assessment Screening in Years 7, 10 & 12
- A range of psychometric assessments that may focus on specific areas of learning such as DASH, CTOPP, CHAMP etc.

Plan

Parents will be formally notified of the planned support. Adjustments, interventions, support, and review dates will be agreed jointly with Heads of Year, parents, and students. This will be recorded on the school information system.

Do

Subject teachers will remain responsible for working with students daily and retain responsibility for their progress and outcomes. Individuals accessing a bespoke curriculum within the Learning Support Department will be monitored and supported in the Learning Support Base.

Review

The effectiveness of the support and interventions, and their impact on the student's progress will be reviewed annually. Formal Reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with SENDCo/SEND staff during parents' evenings. Additional reviews will be arranged according to need.

Subject teachers, working with the SENDCo, will revise the support considering the student's progress. A consultation with the teacher and the Learning Support Department will take place to discuss student outcomes at this time and any suggested changes to teaching practice. If the student does not make

expected progress over a sustained period school will consider involving specialists. The school consults with the following services:

- In house counselling team and school nurse team
- Newcastle LA Sensory Support Team
- Specialist ASC Teacher
- Newcastle SEND SLA Support Services
- CYPS/CAMHS
- when appropriate, Social Services and Looked After Children Team

If students are seeing a counsellor, this is confidential and the school does not have any right to access this information.

Education, Health, and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND needs of a student, the student has not made expected progress, then school or parents should consider requesting an Education, Health, and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.
Further details on provision for students with SEND can be found in Newcastle's Local Offer, our SEND information report, and the Accessibility Plan.

The Graduated Approach

The Royal Grammar School follows a graduated approach of action and intervention as outlined in the Code of Practice (2015). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision. A provision map is completed annually, and outlines all SEND support.

Wave 1: Universal Provision – High Quality Teaching (HQT)

Students receive inclusive HQT which may include the provision of scaffolded and differentiated classwork in line with our curriculum policy. Some students working at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Wave 2: Targeted Provision - Additional School Intervention & Support

Continued or increased concern may lead to children receiving additional, time-limited, and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage, advice from other agencies may be sought to further support inclusion by improving the appropriateness and effectiveness of any intervention or support.

Wave 3: Specialist Provision - High Need Support

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. It is possible that at this time, Top Up Funding may be applied for to allow RGS to provide additional support or intervention that is not part of common SEN support or practice. The SENDCo and class teachers collaborate with specialists to select effective teaching approaches, appropriate equipment, strategies, and interventions to support the student's progress. If

support is not impacting on the student's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will complete an Education, Health, and Care Needs Assessment (EHCP) from the Local Authority.

Access to the Curriculum

Our broad, balanced, and relevant curriculum is scaffolded or differentiated to enable all young people to access the learning through careful planning and adaptive teaching. Teachers aim to provide suitable learning objectives, plan to meet our students' learning needs, and remove barriers to learning. For the majority of the students with SEND they are taught with their peers in curriculum classes. However, to maximize learning, a small number of students in exceptional circumstances may reduce their curriculum subject options and work individually or one to one with a member of Learning Support Staff to take part in bespoke, time limited interventions planned to meet particular learning or study skill needs.

Students with additional needs are actively encouraged and supported (where necessary) to join in and benefit from the broad range of extra-curricular activities, clubs, and societies available here at RGS. Our dedicated staff encourage and facilitate the participation of students in a broad range of opportunities to develop interpersonal and communication skills. In some cases, however it might be that the school is unable to meet the needs of those students who have significant or Profound Multiple Learning Disabilities (PMLD) as already stated in the admission section of this policy.

Reasonable Adjustments

The RGS is committed to treating all students fairly. In light of the school's obligations under the Equality Act 2010, the School will seek to ensure that disabled students are not put at a substantial disadvantage, by comparison with students who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids, or renders assistance for disabled students or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The RGS is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every student and to ensure that all students have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for

example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the RGS will consider whether they are reasonable adjustments for the RGS to make by reference to the following factors:

whether it would overcome the substantial disadvantage the disabled child is suffering.

- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting, and other standards; and
- the interests of other students (and potential students).

The RGS will discuss the proposed adjustments with parents and, where appropriate, the student, the Special Educational Needs Coordinator (SENDCo) & Head of Learning Support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The RGS will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the RGS in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the school if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities, and services the RGS provides, a disabled student is evidently still at a substantial disadvantage, the RGS may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

How do parents request adjustments?

If the parents feel that there are further particular adjustments the RGS could make, parents may write to or speak with their child's class teacher, Form Supervisors in the first instance, or the Special Educational Needs Coordinator (SENDCo) & Head of Learning Support. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

Charges for Learning Support

There are no additional charges for routine individual or small group intervention lessons and/or in-class support. Additionally, whilst we do not undertake to diagnose, we are able to carry out assessments, which are conducted by our Level 7 accredited psychometric assessor to help facilitate us in meeting the needs of students and to understand their ability to access the curriculum. However, in line with the Parent Contract, we reserve the right to charge for the provision of any ancillary equipment or specialist service required in connection with a student's education and activities within School.

Parents may choose to have their child assessed through an independent specialist teacher or Educational Psychologist once a working relationship with the SENDCo has been established. Some parents may also wish to pay for an external medical or clinical psychology assessment rather than accessing a NHS service appointment. To stipulate this is for diagnostic purposes and does not guarantee granting of exam access arrangements. Any advice received from these external professionals should be shared with the SENDCo and will be securely stored in the students SEND file and relevant information appropriately disseminated to teachers and staff.

Exam Access Arrangements

Students are screened for access arrangements in Years 7, Year 10 and Year 12 to identify individuals who would benefit from reasonable adjustments in internal assessments and during final examinations. Junior School students can also use their access arrangements on our admission day and in internal assessments. Our Exams Assessor is qualified in using a range of psychometric assessments based on individual needs to assess individuals in line with their normal way of working (NWOW) to build a picture of need alongside, a student, parent, or teacher request (when appropriate). This testing alongside any additional evidence will be used to support an application for Access Arrangements. Students who require these reasonable adjustments are identified based on their individual need and their normal way of working in specific subjects and in accordance with the JCQ regulations. Refer also to the Access Arrangements Policy for further details.

Please note:

- Students who have a SEND related diagnosis do not automatically qualify for access arrangements.
- For a student to meet the JCQ criteria not only must standardised assessments show their needs but there must be evidence that they have required that particular arrangement regularly in lessons for them to make expected progress. If a student makes expected progress in class without special arrangements, then they do not meet the criteria.
- The process is coordinated between the exams officer, an Educational Psychologist (where necessary) and the SENDCo.
- Outside agencies may advise on access arrangements but the school are required to undertake independent assessments to ensure consistency.
- Evidence of need is required to support the application to JCQ for access arrangements to be approved. This can be reports from Educational Psychologists, Clinical Psychologists, Psychiatrists, NHS Consultants for example. Please note GP letters are not evidence of a prolonged need and cannot be accepted as evidence for JCQ.
- Students and parents/carers are notified of their exam access arrangements and support, as approved, is provided.

JCQ General Regulations for Approved Centres 2024-25.pdf

Students can be provided with extra time, a reader, scribe, a word processor, modified papers and access to a smaller room to complete examinations and some in class assessments if all the following criteria apply:

- They meet the JCQ eligibility criteria.
- It is the student's normal way of working.
- There is an evidenced history of need.

English as an Additional Language (EAL)

RGS appreciates that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

Exceptionally Able Students

As an academically selective co-educational school, RGS has a percentage of exceptionally able students who require frequent stretch and challenge in lessons to advance and feel challenged accessing their curriculum.
However, the School discourages students from sitting exams outside their age-cohort. Responsibility for stretching the most able students is within departments. 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 are 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 multiple and dual exceptionalities (SEND and AGT) and approaches support of these students through pastoral and SEND support.

Medical Conditions

We adhere to the recommendations of the Children and Families Act 2014 regarding arrangements to support students with medical conditions. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. We have two nurses on site who will store and distribute medicines safely with the permission of the parent/carer. Students are supervised to take medication in school by appropriately trained staff and further arrangements or training can be organised on an individual need's basis.

Transition Arrangements

Transition is carefully planned to ensure successful transfer to RGS at key entry and assessment points – Year 3, Year 5, Year 7, and Year 12 for students to progress on to higher or further education, supported employment or apprenticeships. Students and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the college/setting through the review process. Preparation for adulthood, including further education, employment and transition into our Sixth Form will be carefully managed by the Learning Support Department.

Recording progress of students with SEND

The RGS will record the progress of and any support for students with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Learning Profile. This is drawn up in consultation with the student's teachers, the SENDCo & Head of Learning Support, the student and their parents and shared with the student's teachers via ISAMS (our school information system) and our SEND Team Channel. The Learning Profile contains key information such as:

- Progress and attainment levels from baseline testing
- High Quality Teaching (HQT) strategies to support your child in lessons.
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the student would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the student and how these affect them

The Learning Profile may be amended as and when circumstances change and at the request of the student, parent, teacher, or SENDCo & Head of Learning Support.
The student together with their parents and Learning Support Assistants review the plan annually and the child is encouraged to take ownership of it and to set their own targets.

The RGS will measure the overall progress of students with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEND:

- Regular observation of teaching by the SENDCo
- Analysis of assessment and progress data
- Assessment records that illustrate progress over time, e.g., GLA CAT Scores
- Pre and post assessments for those children who are withdrawn for targeted interventions.
- Review of individual targets through our one to one or small group support
- The views of parents/carers and students to ensure the needs of their children are met.
- Regular meetings between SENDCo, Heads of Year and other members of the Senior Leadership Team
- Provision Mapping, which is used as a basis for monitoring the impact of interventions.

This process will be monitored periodically by the governor with responsibility for SEND.

Partnership with Parents/Carers

Our school has a positive attitude and approach to collaborating with parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is accessing any additional support or for example being placed on the SEND register.

Pastoral Teams are proactive in supporting parents in a variety of ways, which may include consulting with agencies, organising activities and facilitating and delivering training. Sometimes an Early Help Assessment (EHA) is used to coordinate support for children and their families who may have a range of needs, including referrals to social services where appropriate.

Staff Development

The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training, e.g., neurodiversity training.

Early Career Teachers (ECT's) are offered support and in school training by the SENDCo as part of their induction programme. New members of the Learning Support Department are inducted and trained by the SENDCo.

Complaints Procedure

Upon receipt of a complaint about SEND provision, we will initially attempt to resolve the matter informally through the SENDCo. If this proves unsuccessful then a parent will be directed to the school Complaints Procedure (available on the school website) and asked to submit a written complaint to progress to a Stage 2 complaint, i.e., Formal Stage. From this point the complaint will be managed in accordance with the stated procedures.

Review

The RGS will review this policy on an annual basis to ensure the school meets the needs of those students with SEN and/or disabilities.