



# Wakefield Grammar School Foundation

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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

### CHANGE RECORD (Annually)

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1	Nov 2018	Director of Learning Support
V1.01	Jan 2022	Review, VG, Foundation Director of Learning Support
V1.02	Aug 2023	Review and checked against ISBA's model policy, VG, Foundation Director of Learning Support
V1.03	Feb 2024	Additional information and Appendix 5 added on Exam Room for pupils with access arrangements, VG
V1.04	May 2024	Clarification of the admissions procedures and access arrangements
V1.05	Feb 2025	New SEND policy written on advice of SEND review

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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## WGSF Special Educational Need and Disability Policy (SEND)

This policy has regard to the following guidance and advice:

- [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(June 2014, DfE updated Sept 2024\)](#)
- [The Independent School Standards - Guidance for independent schools \(April 2019\)](#)
- [Behaviour in Schools - Advice for headteachers and school staff \(July 2022, DfE updated February 2024\)](#)
- [Mental health and behaviour in schools \(November 2018\)](#)
- [Supporting pupils with medical conditions at school \(September 2014, DfE updated August 2017\)](#)
- [Children and Families Act 2014](#)
- [The Special Educational Needs and Disabilities Regulations, 2014](#)

### 1. Introduction

- 1.1. This policy applies to all schools within Wakefield Grammar School Foundation, hereafter known as 'The Foundation'.
- 1.2. This policy is available to parents on the [Foundation website](#).

### 2. Aims

- 2.1. The aims of this policy are to ensure good practice in the identification of, and support for, pupils with Special Educational Needs and Disability (SEND hereafter) and those in Post-16 who have Learning Difficulties and Disabilities (LDD hereafter). We seek to do this within a caring and supportive environment where all pupils are valued equally and attention is given to their wellbeing and voice.
- 2.2. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND/LDD are included in all aspects of school life. Our high quality teaching across the Foundation is defined by our Provision for All document (November 2024).
- 2.3. We recognise that, in addition to our inclusive Provision for All, with adaptations in the classroom, some pupils may require additional support. This may be through additional support in the classroom and/or delivered by staff in the Learning Accelerate Base (LAB) by our Qualified Learning Mentors (QLMs). Most of this support will be short term in order to ensure pupils continue to progress along the independence trajectory.
- 2.4. The long term aim for all our SEND/LDD learners is to prepare them for adulthood, as per the Children and Families Act 2014. This covers four areas that include independent living, health, purposeful vocation and community engagement.

### 3. Disability

- 3.1. Broadly speaking, Special Educational Needs (SEN) relates to four areas: Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional Mental Health (**see Appendix A**). These relate directly to child development and, in identification processes, distinction is made between delay and a disorder, as well as gap in learning versus a difficulty. This is important, since we know that not all children develop at the same rate and our curriculum is a progressive journey with one step building on the next.
- 3.2. Disability is a physical or mental condition that affects normal daily activities for twelve months or more.

- 3.3 As a public body, we are required to put in place reasonable adjustments to accommodate anyone visiting/attending our schools. This will include (but is not limited to) the physical environment and curriculum delivery.
- 3.4 It is important to note that it is possible for a child to have SEN and not have a disability, as well as, a child to have a disability and to not have SEN.
- 3.5. The Foundation recognises that some pupils with special education needs or learning difficulties may also have a disability. The Foundation will make all reasonable adjustments to afford opportunity to disabled pupils. However, if, despite such adjustments, the Foundation is unable to provide adequately for the pupil's needs, the Foundation may decline to offer a place to a student or request that parents withdraw their child from the Foundation.

#### **4. Responsibilities**

- 4.1 The primary responsibility of supporting pupils with SEND/LDD lies with the classroom teacher ([Teacher Standards 2011](#) and [SEND Code of Practice 2014](#)). Teachers are required to deliver high quality teaching as defined by the Provision for All document and implement adaptations where necessary. Teachers are also responsible for oversight of the Graduated Approach (**see Appendix B**). In WGPPS and the two Junior Sections, this falls in the remit of their dedicated class/form teacher. For Secondary and Post-16 the form tutor will liaise with other subject teachers as necessary. The school SENDCo and QLMs will support teachers in delivery of any adaptations and ensuring the Graduated Approach is fulfilled.
- 4.2 The SENDCo has delegated responsibility to oversee SEND provision. This is undertaken by directing qualified staff to assess pupils where necessary and put in additional provision, either in class or through the LAB.
- 4.3 The Heads of School will Quality Assure any interventions put in place in their respective schools, however, the day-to-day delivery is overseen by Year Group Leads/Middle Management.
- 4.4 The Foundation Governing Board will seek regular updates regarding provision, implementation of the Graduated Approach and the impact of any interventions (in and out of class).

#### **5. Partnership with Parents and pupils**

- 5.1 We recognise that supporting pupils with SEND/LDD has to be a team effort. Parents, carers and pupils not only provide valuable information that supports identification, but also unique perspectives to enhance any additional provision put in place.
- 5.2 If parents have any concerns regarding their children and any current or potential SEND/LDD needs, their first port of call is the class/form teacher/tutor.

#### **6. Transition**

- 6.1 As the Foundation receives pupils, every effort is made to ensure we have all of the information pertaining to their needs (**See Appendix C**). It is important for parents and carers to share any observations at home and/or any ongoing concerns.
- 6.2 When pupils transition between year groups or schools the previous teacher has a responsibility to pass on any relevant information to a new teacher.
- 6.3 As pupils leave the Foundation, relevant historical information regarding their needs and provision put in place will be passed on to outside providers to ensure that this is sustained for their continued growth as a learner.

## **7. Concerns**

- 7.1 If you have a concern regarding a pupil and their progress in learning, the following process applies:
- Staff Member - Complete the referral form clearly stating what your concerns are, what you have put in place, any conversations you have had with parents/carers and a copy of your adapted Provision for All document.
  - Parents - In the first instance, speak to your child's class/form teacher/tutor. To help you with that, completing the [parent referral form](#) (also available upon request) may help focus the discussion.

## **8. Recording**

- 8.1 All staff are required to update the Pupil Adjustment Forms for the classes they teach. Any additional support staff in class will provide ongoing feedback. This evidence will also be used to support any Access Arrangements (an Access Arrangements Policy is currently being devised).
- 8.2 Any specific additional short-term interventions put in place will be recorded in a standardised form to demonstrate the entry data, the expected outcome, the exit data, attendance at the intervention and any other observations. These will be monitored regularly by the SENDCo. An overview will also be kept of all of the interventions a specific student is having throughout their duration in the school.
- 8.3 Pupils receiving any additional provision (short-term or long-term) will be placed on the SEND register and this will be updated twice a year. Following the update, staff will be required to revisit the adaptations on their Provision for All document.
- 8.4 All staff will hand in previous Pupil Adjustment forms to the SENDCo once they have updated to a new version.
- 8.5 To ensure that all pupils with SEND/LDD have a voice, a One Page Profile will be updated annually.

## **9. Reporting**

- 9.1 Each school in the Foundation has at least two Parent Evenings per academic year. This is a great opportunity to discuss your child's SEND/LDD with their class/form tutor. Where possible, the SENDCo and/or QLMs will be present at some of these meetings.
- 9.2 Annually, the SENDCo will report to the Governing Body termly on any updates, and produce a more formal report at the end of the academic year (Regulation 51, [SEND Regs 2014](#)).

## **10. Education, Health and Care plans (EHC plans)**

- 10.1. Pupils who need more support than is available through our school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought.
- 10.2. If a pupil is joining the school and they have an EHC Plan, then the school will work in a multi-agency approach to ensure we get relevant information before the pupil starts at school, so that support can be put in place as early as possible.
- 10.3. Parents and the Foundation have the right under section 36(1) of the [Children and Families Act \(2014\)](#) to ask the local authority to make an assessment with a view to drawing up an EHC plan. The Foundation will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the Foundation) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

10.4. Where a prospective pupil has an EHC plan, the Foundation will consult the parents and, where appropriate, the local authority, to ensure that the provision specified in the EHC plan can be delivered by the Foundation. The Foundation will cooperate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. [Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the Local Authority if the authority is responsible for the fees and the Foundation is named in Section I of the EHC plan. In all other circumstances, charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010]

## **11. Additional Welfare Needs and Provision**

11.1. The Foundation recognises that pupils with SEND may also have additional welfare needs. There may be increased risks of, and impact from, bullying and additional barriers in detecting any signs of abuse or neglect, creating additional safeguarding challenges as detailed in the Foundation's Anti-bullying Policies.

11.2. All safeguarding concerns will be dealt with in accordance with the procedures set out in the [WGSF Safeguarding and Child Protection Policy](#) though with increased mindfulness of SEND student needs.

## **12. Access Arrangements**

12.1 Robust screening and assessment processes are in place for Access Arrangements, so that all pupils can demonstrate their full potential in tests and examinations. Please see the Foundation's Access Arrangements Policy for more information.

## **13. Admissions Procedure for SEND pupils**

13.1 Upon application to the Foundation, and in order to assess a prospective pupil's needs, it is essential that parents make the Foundation aware of any known learning needs of their child. Because dyslexia and some other learning difficulties are also often inherited, it is also helpful to know if either parent or a close relation has been affected by a learning difficulty at any time.

13.2 Where a pupil is afforded Access Arrangements as their normal way of working within their current setting, parents should notify the Foundation upon application. Wherever possible, Reasonable Adjustments will be made in order to accommodate these Access Arrangements during the entrance assessment.

## **14. Complaints and Concerns**

14.1. Should a parent be unhappy with the SEND provision of the Foundation, in the first instance they should contact their child's Head of Key Stage/Year. Should the concern remain, a copy of the Complaints Procedure is available on request from any of the school offices.

## Appendix A – The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: Specific learning difficulties which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: Mental health difficulties such as anxiety, depression or an eating disorder, Attention deficit hyperactivity disorder or attachment disorder or have suffered adverse childhood experiences.
Sensory and/or physical	Pupils may have: A sensory impairment such as vision impairment, hearing impairment, multi-sensory impairment or a physical impairment. These pupils may need ongoing additional support to access all the opportunities available to their peers and may need adaptations to the classroom environment.

## **Appendix B: The Graduated Approach**

In keeping with the SEN Code of Practice, once a student has been identified as having SEN, the Graduated Approach is used to assess need and remove any barriers to learning. This takes the form of:

### **Assess:**

The pupil's teachers and the SENDCo will carry out a clear analysis of the pupil's needs and include parent/carer and pupil voice within this. This may take the form of data analysis (including holistic view of the pupil's background and factors which may affect learning), observation and/or the use of screening tools and activities.

### **Plan:**

In consultation with parents/carers and the pupil, the teacher and SENDCo will decide which adjustments, interventions and support will be put into place, expected outcomes and a clear date for review.

The pupil will be added to the SEND register, all staff will be made aware of the pupil's needs and adjustments and teachers will use the Provision for All document to adapt support for their classroom.

### **Do:**

The pupil's teacher(s) retains overall responsibility for their progress, even when interventions or support takes place outside of the classroom. They will work closely with any teaching assistants or specialist staff involved to assess the impact of support and interventions and how they can be linked to classroom teaching.

Interventions should generally take the form of a short programme, of no more than six weeks.

The SENDCo and QLMs will support the teacher in further assessing the student's strengths and difficulties, in problem solving and advising how to implement support effectively.

### **Review:**

The effectiveness and impact of any support and interventions on the pupil's progress will be reviewed in line with the agreed date.

The review will be based on the views of parents/carers, pupils and staff, along with the level of progress the pupil has made towards their individual outcomes.

Where necessary, outcomes will be revised and support adjusted for the APDR cycle to begin again. Where support is no longer deemed necessary, the pupil will be removed from the SEND register, but will continue to be monitored closely.

**Note:** Staff will take particular care in identifying and assessing SEND for pupils whose first language is not English.

## **Appendix C – Information for prospective parents**

### **Provision of Information:**

Parents must provide the Foundation with a copy of any report or recommendations which have been made in relation to special educational needs at the child's previous school or elsewhere, or during their time at The Foundation. As dyslexia and some other learning difficulties are often inherited, it is helpful to know at the outset if either parent, or a close relation have been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis.

### **Concerns:**

The Foundation needs to know immediately if the child's progress or behaviour causes parents concern, such that further assessment and investigation can take place.

### **Withdrawal:**

We reserve the right, following consultation with parents, to ask or require them to withdraw their child from the Foundation if, in our opinion, after making all reasonable adjustments and exhausting appropriate strategies:

- the child is in need of a formal assessment, additional specialist teaching, learning support or medication to which parents do not consent; and / or
- parents have withheld information from the Foundation which, had the information been provided, would have made a significant difference to the Foundation's management of the child's learning difficulties; and / or
- the child's learning difficulties require a level of support or medication which, in the professional judgment of the Executive Head or Head of Prep, the Foundation is unable to provide, manage or arrange; and / or
- the child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which the Foundation provides.

### **Alternative placement:**

In any of these circumstances, the Foundation will do all that is reasonable to help parents to find an alternative placement which will provide their child with the necessary level of teaching and support.

### **Financial:**

Withdrawal of their child in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to their account.