



SEND Policy

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Committee: ACL&P

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Note this policy should be read in conjunction with the SEND Information Report, published annually.

1. Purpose

At Sir William Borlase's Grammar School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, enriching and challenging curriculum. We are ambitious for all learners and we are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life including all extra curricular activities.

This links to our Equalities Policy which states: "We believe that every member of our Borlase community has the right to be treated with respect and dignity. We strive to ensure that every person in our community is given a fair and equal opportunity to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. Our Borlase community works actively to promote equality, foster positive attitudes and is committed to an education for equality."

2. Statutory Context:

The Special Educational Needs Policy at Sir William Borlase's Grammar School complies with the statutory guidance of the Special Educational Needs and Disability (SEND) Code of Practice, published by the Department for Education in January 2015. The Policy has also been written with reference to the following:-

- Part 3 of the Children and Families Act 2014 , which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014 , which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEND) information report.

- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The Education Act 1995 & 2002
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The Ofsted Framework
- The Local Authority Local Offer requirements

3. Identifying and Supporting SEND

Defining Special Educational Needs:

As defined by the SEND Code of Practice (2015), Special Educational Needs falls under four broad areas:

- Communication and Interaction (*e.g. Autism Spectrum Conditions*)
- Cognition and Learning (*e.g. Dyslexia*)
- Social, Mental and Emotional Health (*e.g. ADHD,*)
- Sensory and Physical (*e.g. Hearing Impairments, Visual Impairments*)

A student is considered to have special educational needs if he or she has difficulties in any of these areas that call for support that is additional to, or different from the differentiated approaches and learning arrangements provided as part of high quality, individualised teaching. Any student that experiences significantly greater problems with learning than the majority of his or her peers, and/or has a disability which prevents or hinders him or her from making normal use of educational facilities at SWBGS, requires support in the form of special educational provision.

The SEND provision at SWBGS is guided by the following principles:

All areas of the school share responsibility for planning, monitoring and evaluating the progress of SEND pupils

- Attitudes to pupils who experience difficulties are positive and constructive and that their achievements are valued and recognised
- Regular consultations with parents are ensured, in which opportunities for working collaboratively are sought
- All support offered at school, is pupil centred and appropriate to their individualised needs

Other difficulties, which are not identified as SEND, but that may still impact on progress and attainment include:

- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Pupil Premium
- Looked After Children

It is important to note that concerns relating to a pupil's behaviour is defined as an underlying response to a need, and not a SEND within its own right. It is also recognised that there is a difference between the student with Special Educational Needs who has barriers to learning, and the student who is simply underachieving.

Identifying Special Educational Needs:

The purpose of identification is to establish what action the school should take in order to better support the pupil in reaching their potential. Throughout this process, the school considers the pupil as a whole, and not just their academic achievement, and welcomes input from the student as well as parents / carers.

Students with Special Educational Needs and Disability at SWBGS are identified through:

- Information received from primary schools and other educational establishments at transition into Year 7, and late entry at Years 8 and 9 and Year 12
- Baseline assessments at Key Stage 3 (CATs)
- Orders
- Assessment results
 - External: GCSE Results
 - Internal: End of Term/Year assessments
- Student input
- Parental input
- Staff concerns
- Safeguarding team
- Attendance information
- Record keeping and information sharing via CPOMs

Our Approach to SEND:

The SEND process at SWBGS adheres to the Graduated Approach Cycle outlined by the Department for Education in the SEND Code of Practice (2015):

- Assess
- Plan
- Do
- Review

The student's needs are always at the centre of this approach, and additional provision is based on agreed outcomes in consultation with the student, teachers and parents.

Assess:

Students are assessed using formal assessment procedures, such as:

- Recorded comments, observations and individual assessments by subject teachers
- Assessments by External Assessors such as Educational Psychologists, GPs, CAMHS

Plan:

Teaching staff are at the centre of the day-to-day responsibility and progress of all students. Through high quality, inclusive and adaptive teaching, many barriers to learning may be overcome. However, where a student continues to make little or no progress, more targeted support and evidence-based interventions will be considered. Any provision will be student-centred and will include consultation and collaboration with parents. A meeting with the SENDCo will take place, where all involved in the process will be given an opportunity to make suggestions as to how best to support the pupil in making progress.

Do:

Once recommendations and strategies have been agreed these are implemented into lessons and into planned intervention. Strategies are added to pupil profiles and SEN plans which are shared with teachers and the student support team. Teachers are expected to follow the guidance and strategies shared for each student to ensure all needs are met within the classroom setting. On occasions where this is not possible, small group intervention may be appropriate.

This Policy links to the Teaching and Learning Policy.

Review:

Subject teachers are accountable for reviewing and tracking the progress of all students, including those with Special Educational Needs. Informal reviews will take place regularly, through marking and feedback opportunities from formal assessments, observations and work scrutiny. More formal, Annual Reviews take place once every twelve months, at this point, it is important to identify whether interventions prescribed during the Planning phase have been successful in achieving the anticipated levels of progress.

Where a student continues to make little or no progress, despite targeted support and school- based interventions, the school:

- Will seek specialist support from external agencies
- Will request, where appropriate, that County carries out a statutory assessment of the student's needs, which may result in an Education, Health and Care (EHC) Plan.

Pupils and parents/carers are involved at all stages of this process.

Supporting Pupils at School with Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students may have SEND and may have a Statement/EHCP which brings together their health and social needs as well as their SEND provision. Pupils at SWBGS with medical needs have a Care Plan which is coordinated by the Health and Wellbeing Lead

4. Roles and Responsibilities

- SENDCo - Mrs Kirsty Ashby
 - Work with the headteacher and SEND governor to determine the strategic development of the SEND Policy and provision in school
 - Oversee the implementation and operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
 - Responsible for ensuring staff are aware of the SEND provision map, their responsibilities for response to information requests and sharing their concerns.
 - Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
 - Advise on the graduated approach to providing SEND support
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils'

- needs effectively
 - Liaise with the Pastoral Leads, SLT, Academic staff, counsellors, student support, and external agencies.
 - Liaise with the Designated Safeguarding Lead where appropriate with respect to students with SEND.
 - Liaise with further providers of education to ensure pupils and their parents are informed about options and a smooth transition between stages is planned.
 - Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Governors - a named governor is identified for SEND.
 - Headteacher - works with the SENDCo and SEND governor to determine the strategic development of the SEND Policy and provision in the school.
 - SEND Specialist Teacher for Cognition and Learning
 - SEND Student Support- EHCP lead, Young carers and EBSA
 - SEND Student Support- Neurodiverse support (sensory screening)
 - SEND Admin Support - access arrangements administration
 - Learning Mentors and Student Support Officers- SEND Student Support
 - Learning Support Assistants for students with EHCP
 - Heads of Department -
 - Designing and Implementing a curriculum that is accessible to all students with SEND.
 - Supporting class teachers with the implementation of recommended strategies for students with SEND within their curriculum.
 - Monitoring the progress and development of pupils with SEND within their subject area through end of topic assessment data and the termly reports for each year group.
 - Liaising with the SENDCo to highlight changing or arising needs that may require additional intervention above and beyond that available through High Quality Teaching.
 - Pastoral Heads of Key Stage
 - Monitoring the progress and development of pupils with SEND within their year group through review of attendance data, SIMS points and the termly reports for each year group.
 - Contributing to review meetings
 - Liaising with the SENDCo to highlight changing or arising needs that may require additional intervention above and beyond that available through High Quality Teaching.
 - Supporting the SENDCo in designing and facilitating interventions for students with SEND.
 - Completion of referrals for mental health or neurodiversity assessments if requested and in liaison with the SENDCo

- Class teachers
 - The progress and development of every pupil in their class.
 - Making sure they are aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs through the SEND Learning Needs Map and student profiles.
 - Providing High Quality Teaching (adaptive): It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to adapt accordingly.
 - Working closely with any specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
 - Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
 - Participating in training to ensure that the individual needs of students are understood, and that provision is made.
 - Bringing to the attention of the SENDCo any child whose needs they believe are not being met, usually through a SEND Concern Form.
 - Giving feedback to parents of pupils with SEND through parents evening and reports
 - Provide individual feedback on students through a round robin when requested.
 - Ensuring they follow this SEND Policy.

Storing and Managing Information:

Information is stored online and / or on paper file to ensure relevant information is available; any relevant information will be shared with relevant bodies. Confidentiality is an important aspect for students, parents and staff and student records will be shared only as appropriate. This is in line with the school's Data Protection Policy.

Accessibility and access arrangements for public examinations:

This is reviewed on an individual basis and in line with JCQ requirements; there is considerable consultation - the exam officer, staff comments, student views are all taken into account as well as external assessments.

Comments, complaints and concerns:

Comments / concerns can be made to individual staff via parents@swbgs.com and / or the SENDCo via sendco@swbgs.com.

The School has a Complaints Procedure in place, published on the school website or available on request. In the first instance, any concerns should be addressed to the SENDCo.

5. Policy Review:

SWBGS aims to review the SEND Policy on an annual basis, in accordance with NASEN recommended practice. An Annual SEND Report will be published, to bring together a transparent and comprehensive picture of the support offered at school for students with SEND. It will also summarise our ethos when working with students, parents and staff in providing effective SEND support. The Annual Report will

form part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Service Website ([here](#)),

The school welcomes any comments or suggestions from in order to ensure parents, students and staff continue to find it helpful. The report should be read in partnership with the SWBGS SEND Policy.

Additional Information and Resources:

- [Information](#) on the Buckinghamshire Local Offer:
- [Information](#) on Statutory Requirement to Support Children and Young People with Special Educational Needs (Children and Families Act, 2014):
- [Information](#) - The National Attention Deficit Disorder Information and Support Service:
- [Information](#)The National Autistic Society
- [Information](#) - The British Dyslexia Association:
- [Information](#)- The Information, Advice and Support Services Network
- [Information](#) - Royal National Institute for Deaf People