



## **LEICESTER GRAMMAR SCHOOL TRUST**

### **LEICESTER GRAMMAR SCHOOL, LEICESTER GRAMMAR JUNIOR SCHOOL and LEICESTER GRAMMAR STONEYGATE SCHOOL**

#### **SEND POLICY** **INCLUDING EYFS PROVISION**

Enabling a holistic view of a child or young person, supporting the Learning Development of mind, body and spirit within a framework of child-centred and reflective practice.

This is a whole-school policy, including provision for EYFS (Early Years and Foundation Stage) and EAL (English as an Additional Language) applying to Leicester Grammar School (LGS), Leicester Grammar Junior School (LGJS) and Leicester Grammar Stoneygate School (LGSS).

Our vision and aim for you, a child or young person in our care, is that you understand and embrace who you are, so that in practice you:

- recognise and sustain good learning, interactions and mental health;
- know where to go for help;
- see all challenge as an opportunity for choice, development and learning;
- experience inclusion and empowerment in our community and your life beyond school.

#### **In day-to-day practice this means that we:**

- Will respect you and listen to you and invite you to work with us.
- Help to develop whole-school training and approaches for quality-first teaching and pastoral care, working with your teachers.
- Keep an open mind and maintain our professional curiosity to seek and find solutions, using a graduated approach to make appropriate and reasonable adjustment whenever you ask and whatever it takes.
- Use child-centred approaches for our delivery of learning, pupil meetings and pathways, so that your voice is heard and so that your best interests shape the thinking and outcomes around you. This includes your learning, your pastoral care, matters of discipline, arrangements for school trips and examinations.
- Invite early and informed conversations about your individual needs ahead of entry or after entry. We will request your permission, or the permission of parent(s) or carer(s) to speak to, work with and share information with your previous school/s, other professionals and medical professionals.

- We will keep safe information and records that belong to you, using our electronic system and locked storage.
- Develop and train our team of staff so that our knowledge and skills are well-tuned to your needs. We offer an open door and a calm space that offers appointments and lessons for listening, reflection and learning.
- Provide early observation, screening and assessment for all areas of SEND, EAL and Exam Access Arrangements (EAAs).
- Offer you one-to-one or small group listening, teaching, coaching, play and therapy-based approaches in school with adults you are familiar with and record your progress and outcomes; support your continued learning at home; provide for Exam Access Arrangements, offer top-up Funded hours and EHCP hours; offer inclusion timetables
- Work with you, your teachers, parents, medical and other professionals, and other services such as a local authority. We work in partnership to listen, find helpful answers and develop your provision.
- Connecting and signposting you and your family to the right people at the right time, to help you feel comfortable, so that you develop and make progress, to aspire and reach your goals.

**The purpose of our SEND policy and information statement is to:**

- set out how our Trust supports and makes provision for pupils with SEND.
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our SEND policy enables us to comply with our statutory responsibilities in the Special Educational Needs and Disabilities (SEND) Code of Practice, and relevant legislation in the United Kingdom:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and Disabilities
- Special Education Needs and Disability Regulations 2014 which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND co-ordination and the school's SEND information report
- The SEND Code 2015 which updates the 2014 SEND regulations
- Safeguarding Children in Education

Joint Council for Qualifications: Access Arrangements and Reasonable Adjustments.

This policy also complies with the articles of association, funding and compliance associated with the Leicester Grammar School Trust with respect to the Trust's:

- Safeguarding Policy
- Accessibility Plan
- Anti-bullying Policy
- Admissions Policy
- Equal Opportunities Policy
- Academic and Pastoral Care Policies
- Mental Health Policy

Policies are available to view on the website of each school in the Leicester Grammar School Trust, or on request.

**Criteria and thresholds of need**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning and interacting than the majority of other pupils of the same age, or
- A disability or a barrier to learning and wellbeing which prevents or hinders them from making use of facilities of a kind generally provided for others of a similar age in mainstream schools.

Special educational provision is education or training provision that is additional to, or different from, that made more generally for other children or young people of the same age by mainstream schools.

### **The Trust recognises and works with individual need in the four areas of SEND:**

Cognition and Learning need, for example: Dyslexia, Specific Learning Difficulty: Information Processing.

Social and Communication Needs, for example: Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties.

Sensory and/or Physical Needs, for example: Developmental Co-ordination Disorder including Dyspraxia, Attention Deficit Disorders, Hearing impairment, Visual Impairment, Epilepsy, Mobility difficulties.

Social Emotional and Mental Health, for example: bereavement and trauma, eating disorders, low self-esteem and anxiety.

### **Policy Development and Implementation**

This policy was developed as part of the statutory responsibility of The Leicester Grammar School Trust and was informed by the regular review of Learning Development provision in the Trust.

The consultation group included Trustees, the Headmaster and Principal, the Head of Learning Development in LGSS, Learning Development teachers, Designated Safeguarding Leads, Senior Leaders, School Nurses, Pastoral Leaders and Heads of Department, senior pupils, and other specialist providers.

This policy is published on the Leicester Grammar School Trust website for reference by parents, pupils, teachers and other stakeholders and is also available on request.

The ongoing development and implementation of this policy is the responsibility of the Director of Learning Development, reporting to the Headmaster and Principal of Leicester Grammar School Trust and the Director of Finance and Operations.

### **Identification and assessment of SEND**

#### **Before entry**

If you have any queries about entry to one of the schools in the Leicester Grammar School Trust, please contact the Trust's Head of Marketing and Admissions.

A pupil is assessed on entry to each of the schools in the Trust. Based on specialist reports or other relevant advice and guidance, reasonable adjustments are made during the entrance process to accommodate a child/young person's normal way of working. The Director of Learning Development may join entrance interviews and be involved at any point in the entrance process in all three schools. With parental consent, and before a decision is made to offer a place, the Trust reserves the right to contact a previous school, or other professionals, where it is considered in the best interests of the child/young person to do so.

We take seriously the offer of a place in one of our schools. Non-disclosure of current or historic need can jeopardize the offer the Trust can make to a child or young person, or whether the Trust can fulfil its offer of a place after entry. Equally, transparency regarding applications and

offers is maintained between the schools should further application be made to another school in the Trust.

### **After entry**

Pupil safety, wellbeing, developmental and academic progress are regularly reviewed in all three schools against the pupil's own profile, their progress over time and against pupils of a similar chronological age, for example, by class teachers, in pastoral meetings and after examinations.

A pupil may self-refer or be identified during collaborative working between Learning Development staff and, for example, members of teaching/pastoral staff, the School Nurse, the Counsellor. Teachers complete a wide-ranging Initial Identification of Need which is triaged by the Director of Learning Development for LGS, and in liaison with the Head of Learning Development for LGSS and the Head of Special Educational Needs or the Pastoral Deputy Head for LGJS.

A SEND register for each school is published no less than twice in an academic year and is kept under regular review. A child or young person on the SEND register is flagged for their area of need and their degree of need, with careful consideration of their presentation, the setting of the school and the level of intervention they will benefit from. In this way, thresholds of SEND need are more readily communicated with other adults in school and the child or young person can experience a parity of provision across and between each school in the Trust. In practice the flag also provides a quick reference for class teachers, new members of staff and visiting professionals and enables consistency of approach between differing functions in the school, such as safeguarding and pastoral care.

The Department records the progress of and support for any pupils with significant learning difficulties or disabilities, and ensures that the schools' admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs.

Parents may also raise queries or wish to share information and are encouraged to do so. The Trust strongly recommends partnership working between parents and Learning Development in all three schools. In this way a team around the child can help to ensure appropriate information gathering and pathways, a well-informed assessment of need and best outcomes. The Director of Learning Development leads multi-disciplinary working across the Trust and signposts to external providers.

### **Provision for SEND may be made by:**

- adapting whole school provision and providing appropriately tailored curriculums within what is reasonable in each setting
- providing teachers and support staff with appropriate advice, guidance and training so that provision for a pupil or young person is appropriate and well informed; including their admission, their experience of school expectations and discipline, their participation in school trips and visits
- providing observations, screening and assessments from suitably qualified and trained staff in school, currently funded by the Trust
- appropriately qualified and experienced specialist teachers and teaching assistants delivering a wide range of individual and group interventions in the four areas of SEND. Currently funded by the Trust, planned interventions happen throughout the school day, including during lunchtimes and during prep hour after school. Formal support and interventions are provided as opportunities for learning development, before and after any formal diagnosis of need. The purpose and outcomes of support and intervention is kept under regular review in each school
- by seeking further advice, assessment and support from other professionals in the NHS or from highly regarded private professionals who are well known to the Trust. The Trust

facilitates a regular multi-disciplinary forum and calendars regular opportunities with other professionals for specialist assessments

- by facilitating additional specialist provision where it is recommended by the Trust or an external professional report. The schools regularly host external professionals and providers to work with children and young people. Where parents have given their consent for such intervention, parents are billed for the provision unless it is part of a local authority funded provision
- by applying to relevant public examination boards for Exam Access Arrangements; arrangements which replicate a child or young person's normal way of working in school and which can be clearly evidenced from in-school teacher evidence and specialist assessment in line with the latest legislation
- by applying to a local authority for additional funding or by inviting parents to supplement the offer of provision required by the child or young person. Both these routes are pursued strictly on an individual basis, at the discretion of the school, with respect to the Trust's duty of care and to enable us to operate in the best interests of an individual pupil or young person
- by accepting responsibility for and working with a Local Authority to implement an Education, Health and Care Plan where the Trust considers it is within the scope of the school to do so, and where to do so is considered by the Trust to be in the best interest of the pupil or young person.

### **Pupils with English as an Additional Language (EAL)**

Pupils with EAL are a valued part of our community, bringing with them rich diversity and providing an opportunity for us to share their challenges and enable their sense of belonging. All aspects of the SEND Policy equally apply to pupils with EAL.

Our entrance process invites a declaration of languages known and spoken, including the language typically used in the home setting. It is recognised that a pupil may have functional English, be fluently bi/tri-lingual or have no English at all. It is in a pupils' best interests with respect to their wellbeing and academic progress that we are well informed prior to entry. The offer of a place in any one of the schools, and the support we can provide, will be realistic and relevant to the individual. Consideration is given to a pupil's underlying ability, their language development and how they may be expected to progress against the expectations and pathways available in each school.

EAL support is currently funded by the Trust for pupils of all ages in all three schools. This is unless entry is part of an alternative pathway offered by the Trust, in partnership with an external provider facilitating international students' entry to LGS Sixth Form.

### **Provision for pupils with EAL includes:**

- In EYFS in LGJS and LGSS - language immersion in classroom, teacher/Classroom Assistant support, 1:1 specialist teacher support if appropriate, monitored by Director of Learning Development and Deputy Head Pastoral LGJS.
- In Year 2 to Year 6 in LGJS, LGSS and LGS Prep - whole school inclusive provision, guidance and advice for teachers and support staff, 1:1 specialist teacher support if appropriate, monitored by the Director of Learning Development or the Head of Learning Development in LGSS.
- In Year 7 to Year 11 in LGS and LGSS - whole school inclusive provision, guidance and advice for teachers and support staff, 1:1 specialist teacher support if appropriate.
- In the Sixth Form at LGS - as for Years 7-11 LGS. A new entrant coming to LGS having taken their GCSEs in an English school may retake their English GCSE in our Sixth Form. For pupils entering Sixth Form as part of an alternative pathway, self-funded EAL support: timetabled 1:1 and/or small group specialist teacher lessons as part of the weekly timetable, language support in class from a specialist teacher, targeted pastoral

support from the Heads of Sixth Form, coaching and monitoring by the Director of Learning Development.

### **Staff Training**

Staff in all three schools have access to relevant whole-school training in safeguarding, teaching and learning and pastoral care. Opportunities are taken to include SEND specific training on whole staff inset days and at other times in the school year. Examples include a Sensory Integration training session delivered to all staff at LGSS, and specialist training for the use of dyslexia friendly technology offered as a lunchtime provision in LGS and LGSS.

Staff within the Learning Development staff team participate in training designed to enhance the skills in the department and enable whole school development to be moved forward. Recent examples are the training of a Forest School Leader, training in the assessment and support of Dyscalculia, update training for Exam Access arrangements and Lego Therapy training.

Teaching staff in each of the schools have access to a broad range of guidance and advice for types of need and for individual pupils. For example, a teacher may refer to the classroom strategies published on the SEND register, the teachers of a particular child or young person may participate in a pupil strategy meeting, refer to extended guidance and advice issued by the department, or discuss particular pupils with a member of the Learning Development department.

### **Quality and review**

The Department conducts regular monitoring of provision and outcomes, with feedback from the child or young person enabled in a variety of forums. Members of the department are regularly seen in classrooms and around school, available for conversations and interacting with pupils and staff. To support best practice, guidance and advice is provided for Heads of Department in LGS and is issued at the beginning of each academic year. The department operates an open-door policy for all adults and children or young people in school and contributes fully to the co-curriculum offer in each school.

As a means to fulfil our vision and aims for children and young people, we use reflective practice, coaching and mentoring approaches to underpin our practice at every level of our work in the schools. All members of staff in the Learning Development department have regular meetings with their line manager. All members of the Department are included in the Trust's development review programme. The work of the Department is reviewed on a regular basis as part of the Trust's commitment to the statutory and regulatory requirements of legislation and the Independent School's Inspectorate. Alongside this policy, a SEND Information Report is reviewed by the Trustees on an annual basis.