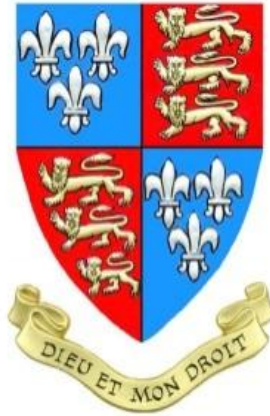


King Edward VI Grammar School



Special Educational Needs and Disability (SEND) Policy

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Contents

1. Aims and objectives.....	2
2. Vision and values.....	2
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities.....	3
5. Definitions.....	3
6. Roles and responsibilities.....	5
7. SEND information report.....	8
8. Our approach to SEND support.....	8
9. Expertise and training of staff.....	11
10. Links with external professional agencies.....	12
11. Admission and accessibility arrangements.....	12
12. Complaints about SEND provision.....	13
13. Monitoring and evaluation arrangements.....	13
14. Links with other policies and documents.....	13

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- › Make sure our school fully implements national legislation and guidance regarding students with SEND
- › Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- › Explain the roles and responsibilities of everyone involved in providing for students with SEND
- › Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- › Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

King Edward VI Grammar School is a selective 11-18 school which provides teaching and learning opportunities across a broad and balanced curriculum for all students. The school regards every student as having individual needs and seeks to provide a high quality, stimulating learning environment to ensure that each student has the opportunity to work to their full potential. We are committed to striving for excellence.

Our aim is to ensure that students identified with SEND are able to fulfil their potential, through a broad and balanced curriculum and leave as mature young people, who have developed independence to continue with their future aspirations.

What different kinds of SEND does the school provide for?

We have provision for a wide range of educational and health needs, covering the four areas of SEND:

- Communication and Interaction needs, including Autistic Spectrum Condition, speech and language difficulties etc.
- Cognition and Learning needs including Dyslexia etc
- Social, Emotional and Mental Health (SEMH) needs including anxiety, Tourette's etc
- Sensory and Physical needs, including chronic medical conditions, hearing impairment, visual impairment etc.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students 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, SEN 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 students 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 trustees' responsibilities for students with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all students 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

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students 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 students with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students 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.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCO and Head of Learning Support

The SENDCO at our school is Mrs Laura Reeve (keshadmin@kevigslincs.sch.uk)

The Head of Learning Support at our school is Mrs Helen Kershaw (SEND@kevigslincs.sch.uk)

They will:

- Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned

- › When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all students with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every student with SEND gets the support they need
- › Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any students with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for students with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of students with SEND
- › Make sure that all students from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- › Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- › Make sure that the SENDCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of students on the SEND register
- › Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- › With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- › The progress and development of every student in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENDCO to review each student's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEND information report
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEND support outside school and any changes in the student's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- › Given information on the student's progress via Progress Reviews

The school will take into account the views of the parent or carer in any decisions made about the student.

6.7 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Subject teachers will regularly assess the progress of all students and identify any whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better their previous rate of progress
- › Fails to close the attainment gap between them and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SEND team, via the SEND Concern form found on the Staff Noticeboard. An initial discussion will take place about whether this lack of progress may be due to a special educational need. Where

necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- › Their previous setting has already identified that they have SEND
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving students and parents

The school will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the student's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record. We will formally notify parents if it is decided that a student will receive special educational provision.

8.3 The graduated approach to SEND support

Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The SENDCO will carry out a clear analysis of the student's needs working using a range of methods as listed below. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

- Teachers' observations (the school robin)
- Monitoring data (collected and analysed every term)
- Discussion with student
- Information received from parents.
- School Data (including achievements and behaviour points)
- Student's development in comparison to their peers and national data.
- Advice from external support services, if relevant. (Eg. SEND Advice Line, Working Together Team, Behavioural Outreach Services, Speech and Language Services)

We will use all this information to determine the support that is needed and whether we can provide it by adapting our core offer, making reasonable adjustments or whether something different or additional is needed. The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need.

2. Plan

In consultation with the parents and the student, the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in a Student Profile. Staff can access this electronically via Class Charts. If it is a medical need, a Medical Plan is produced and sent to all teachers and first aiders

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SEND team will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Some of the additional support available could include:

In Key Stage 3:

- Peer Mentoring
- Homework support
- Subject workshops run by staff
- Further Mentoring and Study Skills programmes e.g Maths, English, Touch-Typing.
- Targeted interventions depending on individual needs
- Specialist Teacher support
- Referral to our Wellbeing Team
- Careers Advice

In Key Stage 4:

- 1-1 Mentoring by Sixth Form and/or teaching staff
- Small Mentoring and Study Skills programmes
- Catch-up clubs
- Additional revision sessions
- Access arrangements for GCSE examinations
- Targeted interventions depending on individual needs
- Subject Workshops
- Specialist Teacher Support
- Referral to our Wellbeing Team
- Careers Advice

In Key Stage 5:

- Study support sessions
- Targeted support depending on individual needs (with Sixth Form learning mentors)
- Directed Study time

- Access arrangements for A Level examinations
- Targeted interventions depending on individual needs
- Specialist Teacher Support
- Referral to our Wellbeing Team
- Careers Advice

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be monitored and reviewed by the SEND Team, in conjunction with subject teachers and the KESH Team.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The SEND team will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents. If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.

8.4 Levels of support

School-based SEND provision

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- › Tracking students' progress, including by using provision maps
- › Carrying out the review stage of the graduated approach in every cycle of SEND support
- › Using student questionnaires
- › Monitoring by the SENDCO
- › Holding annual reviews for students with EHC plans
- › Getting feedback from the student and their parents

9. Expertise and training of staff

Every member of staff in school has a responsibility to support all students effectively. Tutors and Heads of Key Stage provide pastoral support. In addition, support can be received from:

- Learning Support and KESH Team (King Edward Support Hub)
- Sixth Form subject mentors
- Director of Student Intervention
- Designated Safeguarding Lead
- Emotional Literacy Support Assistant
- Advice and guidance on accessing external agency support

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Staff all have opportunities for Continuing Professional Development (CPD) and a number of training days/twilight sessions are arranged each year based on school and staff training needs, such as input from Specialist Hearing Impairment teacher, The Working Together Team, Diabetes Nurses etc. Many staff across the school are First Aid trained.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Educational Psychologist,
- Specialist Teaching Team
- The Working Together Team (previously Autism Outreach)
- Dyslexia Outreach
- GP for a referral to Child and Adolescent Mental Health Service (CAMHS) or Community Paediatrician
- Counsellors
- Family Support Service
- Healthy Minds Worker
- Early Support Care Co-ordination (ESCO)
- Behaviour Outreach Support Service (BOSS)
- Careers service
- Joint Council for Qualifications Exam Regulator
- Lincolnshire's AskSALL SEND Advice Line
- Other professionals as required

11. Admission and accessibility arrangements

11.1 Admission arrangements

Please refer to the Admissions Policy on the school's website for more detailed information.

In accordance with legislation, the allocation of places for children with an Education, Health and Care Plan (EHCP) naming the school in the plan will take place first (Children and Families Act 2014). Remaining places will be allocated in accordance with this policy.

For the 11+ Testing:

Parents are requested to identify that their child has a need and/or has SEND support at their current primary school on the Registration Form for the 11+ test. They are then sent the Special Testing Arrangements Form, which they and the child's current school complete with the necessary information and provide all available evidence to support any request for Exam Access Arrangements for taking the 11+. This is then considered by our SENDCO and confirmation of the testing arrangements and any reasonable adjustments agreed.

Once a place is confirmed, further information is requested to enable the SEND team to carry out an Enhanced Transition, which can include additional visits to primary school's or KEVIGS settings and KEVIGS involvement in any SEND reviews in Spring/Summer Terms.

11.2 Accessibility arrangements

Although the position of the school and age of some of the buildings makes access and inclusion particularly difficult to some areas of the site, every reasonable step is taken to make provision for students with physical difficulties including risk assessments where required. The advice of professionals is sought and followed as required. Our newest buildings have full facilities including disabled access ramps, disabled lifts, disabled changeroom/ hygiene suites, widened corridors and door openings and automatic doors.

Please see the school website for further information on our Accessibility Plan

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should contact SEND@kevigs.lincs.sch.uk as soon as possible so the matter can be rectified. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally in writing addressed to the Headteacher, following the school's Complaints Procedure available on the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area please visit <https://www.lincolnshire.gov.uk/support-education/identifying-supporting-send/11>

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › How early students are identified as having SEND
- › Students' progress and attainment once they have been identified as having SEND
- › Whether students with SEND feel safe, valued and included in the school community
- › Comments and feedback from students and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCO and the Every Child Matters Committee **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

14. Links with other policies and documents

This policy links to the following documents

- › SEND information report
- › Lincolnshire's Local Offer
- › Accessibility plan
- › School Expectations, Praise and Behaviour policy
- › Equality information and objectives
- › Supporting students with medical conditions policy
- › Attendance policy
- › Safeguarding and Child Protection policy

➤ Complaints Policy