ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Nominated Lead Member of Staff:	**Head of Inclusion**
Reviewed:	**September 2026**
To be reviewed:	**September 2027**

Section 1

INTRODUCTION

1.1 For further information regarding the contents of this Policy or school Special Educational Needs and Disability (SEND) matters please contact:

Special Educational Needs and Disability Coordinator (SENDCo): Mr Richard Hobson-Williams. The SENDCo holds the National Award for SEN Coordination (NASENCO).

Deputy Head Master and Designated Safeguarding Lead: Mr James Whiting

SEND Governor: Mrs Sarah Roden

The Governing Body monitors the effectiveness of SEND provision and ensures that appropriate resources are allocated to meet the needs of students with SEND.

1.2 We believe that we are better learners when we are healthy and happy, better people when we are confident and caring, and a better community when we are imaginative and inclusive. (School Mission and Values)

At AGSB we believe that all students are valued equally and form an integral part of the School. All students should be taught in a context appropriate to their individual needs. By offering a broad balanced and inclusive curriculum we provide a range of stimulating, appropriate and enjoyable experiences which enhance students' self-esteem, resilience and promote success.

Every teacher is a teacher of every child or young person including those with SEND. Parents of students with SEND should be kept informed of their child's progress and attainment.

It is important that, where practicable, students with SEND and their parents should be involved in decisions affecting their SEND provision.

1.3 This Policy reflects the SEND Code of Practice, 0-25 guidance and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2018
- SEND Code of Practice 0-25 2014
- Schools SEN Information Report Regulations 2014
- Part 3 of the Children and Families Act 2014
- Teachers Standards 2012
- Statutory Guidance: Supporting Pupils at School with Medical Conditions (2014)
- AGSB Safeguarding and Child Protection Policy
- AGSB Medical Conditions Policy
- AGSB Pastoral Care Policy
- AGSB Examinations Policy
- AGSB Equal Opportunities Policy
- AGSB Anti-Bullying Policy

1.4 This Policy uses the following definitions:

- A student has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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 education 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.

The School will make reasonable adjustments to policies, practices and procedures to ensure disabled students are not placed at a substantial disadvantage compared with their peers.

1.5 This Policy was developed through consultation with staff, Governors and parents.

1.6 This Policy will be reviewed at the start of every academic year.

Section 2

AIM

2.1 The purpose of our school approach to SEND is to raise the aspirations of and expectations for all students with SEND, and to provide a focus on positive outcomes for children and young people. We aim to welcome, nurture and empower students with SEND and to support them fully as they make the transition into adult life.

2.2 Our policy is:

1. To identify and provide for students who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the School SEND Policy.
5. To provide support and advice for all staff working with students with special educational needs or disability.

Section 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.1 We identify the needs of students by considering the needs of the whole child not just the special educational needs of the young person. We will assess each student's current skills and levels of attainment. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, 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.

When matching educational provision to the student's identified SEND, we will refer to, though not be limited by, the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

3.2 We will also consider factors that are not SEND, but which may impact on progress. These may include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After or Previously Looked After Child
- Being a child of a service family
- Adverse Child Experiences (ACEs)

3.3 We will have an early discussion with the students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will discuss with parents if it is felt that a student receives additional support on top of adaptive teaching strategies that are put in place by subject staff (and, therefore, categorised as 'SEN Support').

Section 4

A GRADUATED APPROACH TO SEND SUPPORT

4.1 Progress data is collected and communicated home regularly throughout the School year illustrating how students are progressing. If there are any concerns arising from these reports, or from

any members of staff at any time during the year, AGSB will make contact with the student's parents/carers to discuss them.

Where concerns are raised over more than one subject, or if the student continues to struggle to make expected progress, the Head of Year and/or SENDCo will liaise to discuss further options.

The aim of formally identifying a student with SEND is to help school ensure that effective provision is implemented and thus remove barriers to learning. The support provided consists of a four-part, 'graduated approach' process: **Assess Plan Do Review**

Assess: *How does the School decide if a student needs extra support?*

The subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests, as well as the views of parents and students, are used to identify needs. Advice may also come from external support services. Students will be supported to contribute to decisions about their SEND provision and outcomes in an age-appropriate manner through reviews, student voice activities and individual planning meetings.

Plan: *What type of support and how much support will the student receive?*

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Again, advice from outside agencies including schools and families' specialist services, the educational psychologist, and speech and language therapists may be accessed. Head of Year and subject teachers work alongside the SENDCo to plan the most appropriate strategies and interventions.

DO: *How will the school staff support the student?*

Interventions may involve group or one-to-one teaching both in class and away from the classroom. Any changes to normal teaching timetables will be discussed with parents first. It may also involve use of different equipment or the adaption of the curriculum.

Review: *How will school and parents/carers know how the student is doing?*

Intervention work is reviewed by the SENDCo with subject teachers and Learning Support Assistants (LSAs), using teacher assessments, specific test results and observations.

Parents/carers will be offered a chance to discuss progress each term or more frequently, if required. Where appropriate, multi-agency services will also be involved.

4.2 We will support students moving between phases and preparing for adulthood by sharing information with the School, college or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

4.3 Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEND. We make the following adaptations to ensure all students' needs are met:

- Adapting the curriculum to ensure that all students are able to access it
- Using recommended aids such as overlays, larger fonts, visual timetables etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc
- Learning Support Assistants will provide support in lessons, small group work or 1:1 support where appropriate

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after a fixed time (determined by the nature of the intervention)
- Using student voice
- Seeking feedback from parents
- Holding annual reviews for students with EHC Plans

4.5 The School uses the following stages of SEND identification and provision:

- The School uses a 'SEN Monitoring' stage to track students who require support in the form of high-quality teaching and adaptive teaching strategies adopted by subject staff in the classroom. Statutory SEND provision is categorised as either SEN Support or an Education, Health and Care Plan (EHCP).

- SEN Support: A student has moderate needs which require additional intervention. All students on SEN Support have an individualised Pupil Passport. Any additional support they receive is recorded and tracked by the Inclusion team.

- EHCP: A student has high-level needs and receives top-up funding to ensure this. Their individual EHCP is shared in summary with their teachers via EHCP 'In a nutshell' documents, and their support is tracked and recorded by the Inclusion team. Their progress is closely monitored and reviewed at annual review meetings (or more regularly if needed).

4.6 Working with external agencies

If a student receiving an individualised programme and/or support continues to make little or no progress, then SENDCo will seek advice from external agencies e.g. our Local Authority educational psychologist. Where appropriate, specialist assessment will be sought.

In the small number of instances where students still fail to make expected progress, the SENDCo and Head of Year will consult with parents and external agencies to initiate formal assessment for an EHC Plan by the Local Authority.

Section 5

MANAGING STUDENTS' NEEDS ON ARBOR

Details of student SEND needs are stored securely and confidentially on Arbor. Staff are informed of any changes on Arbor that may impact on the adaptive teaching strategies that are put in place. Important documentation, such as diagnostic reports, are saved securely in a drive that can only be accessed by the Inclusion team and the Senior Leadership Team.

Section 6

CRITERIA FOR REMOVING SEND STATUS

It is hoped that with appropriate support, the student will make good progress. Where this progress is possible without additional support, then the student's SEND status will be archived on Arbor.

Section 7

SUPPORTING STUDENTS AND FAMILIES

Other relevant School Policies:

Admissions

Pastoral Care Policy

Safeguarding and Child Protection Policy

Exams Policy

Medical Conditions Policy

Accessibility Plan

Equality Scheme

SEND Information Report (to be read alongside this Policy)

Inclusion Strategy (to be published by 31st December 2026)

Section 8

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Some students who have special educational needs (SEND) have an Education, Health and Care (EHC) plan which brings together their health and social care needs. Medical conditions are stored on Arbor. Please see the Medical Conditions Policy for more information.

Section 9

TRAINING AND RESOURCES

9.1 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

9.2 All teachers and support staff undertake induction and this includes a meeting with the SENDCo to explain the systems and structures in place and to discuss the needs of individual students.

9.3 The SENDCo regularly attends the Trafford Secondary SENDCo Forum meetings in order to keep up to date with local and national updates in SEND. Relevant information is cascaded to the SEND team and the wider staff body.

Section 10

STORING AND MANAGING INFORMATION

10.1 The sensitive and confidential nature of all information regarding our students with SEND is recognised and respected.

10.2 Information will be managed in line with school guidelines (GDPR compliant).

Section 11

REVIEWING THE POLICY

Monitoring of the responsibilities and activity detailed within this Policy will be undertaken by the Head of Inclusion (SENDCo), Richard Hobson-Williams, and the Deputy Head, James Whiting. The Policy will be reviewed annually by the Curriculum and Pupil Welfare Committee.

Section 12

ACCESSIBILITY

The School is committed to improving accessibility and meeting its duties under the Equality Act 2010. Details are contained within the Accessibility Plan, which can be found alongside other policies.

Section 13

COMPLAINTS

Please refer to the Complaints Policy.

Section 14

BULLYING

14.1 We take steps to safeguard the needs of our students with SEND, to promote independence and to build resilience in their learning.

14.2 Please refer to the Anti-Bullying Policy.

Section 15

FURTHER INFORMATION

Further useful information regarding SEND provision for students and their families can be found at:

- Trafford Local Offer (www.trafforddirectory.co.uk)
- Trafford SEN Advisory Service – 0161 911 8683

For further information regarding SEND at AGSB or this Policy, contact:

Mr Richard Hobson-Williams (SENDCo) –0161 928 0858

Email: rhobson-williams@agsb.co.uk.