

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)_POLICY

Applicable to:	RGS Guildford RGS Prep, including EYFS
Author(s):	Assistant Head (T&L) Head of Learning Support (Senior) Head of Learning Support (Prep)
Executive owner:	Deputy Head
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1. Introduction

The Royal Grammar School, Guildford and RGS Prep (together, “the School”) are committed to providing the highest standard of education and pastoral care. This policy reflects the School’s values, ensuring clarity and consistency for pupils, staff and parents.

Throughout this policy, the terms ‘child’, ‘pupil’ or ‘student’ are used to refer to all those attending the School. At the time of publication, the school is a boys’ school but is preparing to become co-educational. Nursery, Reception (Shell) and Year 3 at RGS Prep, and Year 12 (Lower Sixth) at RGS Senior will become co-educational from September 2027. Year 7 (1st Form) at RGS Senior will become co-educational from September 2028.

RGS and RGS Prep is committed to the equal treatment of all students including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for students with SEND by:

- Using our best endeavours to ensure all students get the support they need in order to access RGS and RGS Prep’s educational provision.
- Considering reasonable adjustments alongside our admissions policy.
- Ensuring that RGS and RGS Prep students with SEND can engage as fully and safely as possible in school life, including the curriculum and extra-curricular opportunities.
- Ensuring parents are informed when a special educational provision is made for their child and are kept up to date with their child’s progress and development.
- Encouraging students and their parents to share their experiences and observations which may help to inform support and development.

This policy has regard for the following guidance and advice:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage (April 2017)

2. Definition of Special Educational Needs

A child or young person has special education needs if they have a learning difficulty or disability which calls for a special education provision to be made for them over and above what is ordinarily provided. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of students their age.
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age.

Students will not be regarded as having a learning difficulty because their first language is not English. Further detail of how RGS and RGS Prep supports students whose first language is not English is set out in the English as an Additional Language Policy.

SEND are categorised into four broad areas as defined in the SEND Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health (SEMH); Sensory and/or Physical Needs.

3. Governor and staff responsibilities

The Board of Governors is responsible for determining the school policy and provision for students with SEND.

The Headmaster/ Head of Prep are responsible for overseeing all aspects of the school's SEND provision and keeping the Board of Governors fully informed of the implementation of RGS and RGS Prep's policy in practice.

The Learning Support Team are responsible for the following:

- i. Overseeing the strategic development of the SEND policy and provision in the school, together with the Head and Board of Governors;
- ii. Managing the day-to-day responsibility for the operation of the SEND policy;
- iii. Co-ordinating provision for students with SEND and disabilities, including those who have EHCP plans;
- iv. Ensuring all staff understand their responsibilities to students with SEND and the School's approach to identifying and meeting SEND;
- v. Ensuring staff are given relevant information relating to a child's learning support needs/or disabilities so that teaching practices are appropriate;
- vi. Where appropriate, liaising with medical staff and appropriate members of the pastoral team;
- vii. Liaising with any external agencies to support a child as necessary;
- viii. Ensuring that all SEND records are kept up to date and understand that aspects of these records, may be confidential.

The school recognises that SEND covers a range of social, emotional and mental health needs (SEMH). In the Prep school these are overseen by Assistant Head: Head of Wellbeing (Prep). In RGS Senior, support for students with SEMH is overseen by the Assistant Head (Pastoral). The Head of Learning

Support is kept informed of, and updated on, how a student's SEMH needs impact learning and participation and supports with the development of any adaptations or reasonable adjustments.

The and welfare provision for all students, including students with SEND, is the responsibility of The School as a whole. All teachers are therefore responsible for helping to meet learning needs through high quality teaching and additional provision as presented in a Pupil Profile.

All teachers have a responsibility to maintain up to date awareness of students' individual learning needs and to cater for these accordingly.

Teachers should alert the Learning Support Team if they have concerns regarding a student's ability to access learning

4. Identifying and supporting students with SEND and Disabilities

RGS and RGS Prep acknowledge that there will be a proportion of students who have a neurodivergent profile, which may need additional support. The school maintains an open attitude to supporting the needs of students with SEND. However, it also acknowledges that it does not have the provision, resources or facilities to support more significant needs, which require more specialised support and facilities.

The School will endeavour to meet the needs of students with SEND. However, if it is unable to needs, despite utilising available provision, resources and facilities, parents will be advised accordingly.

The SEND policy aims to ensure:

- i. That all students with SEND have their needs identified in order to support academic progression and continued good physical health and mental wellbeing.
- ii. That all students can access a balanced curriculum as far as their needs allow, with adaptive teaching employed, and engage in the activities of the school alongside those who do not have SEND.
- iii. That all staff enable all students, including students with SEND, to access the curriculum by providing extra support or additional resources and reasonable adjustments where appropriate, practicable and possible and are aware of their barriers to learning.
- iv. That students with SEND are supported sensitively at key transition points: e.g. from Pre-Prep to Prep and from Prep to Senior school.

5. Admissions

Parents of all prospective students should give full details of the nature and effect of any disability or specific learning difficulty affecting their child in order to enable the School to consider any reasonable adjustments it might need to make. In addition, parents should provide details of the prospective student's current SENCO.

In assessing any student, or prospective student, the School may seek advice and suggest assessments, as it deems appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Some reasonable adjustments can and will be made.

Given the academically selective nature of the School, no adjustment will be made to the minimum overall academic standard required of all students, but individual reports on SEND will be taken into account when implementing access arrangements for examinations. Further information can be found in the Admissions Policy.

If, following the offer of a place, it is discovered that the School has not received full disclosure of information relating to the student's SEND, the School will endeavour to accommodate the student's physical, educational, and mental health needs in order to support the student's development and wellbeing. If reasonable adjustments are unable to be made to support the student's special educational need or disability, then the School may withdraw the offer of a place, or ask parents to withdraw a child who is already a student. Please see Section 11.

6. Inclusion within the School and Access to the Curriculum

Students with SEND have no restrictions placed on them regarding accessing the curriculum or subject to the entry requirements that apply to all students in the Senior and Prep school. Setting takes place in some subjects, where students are assessed according to their needs and placed where they will make the best progress. All students can move between sets when this is appropriate. As well as the students themselves, teachers are responsible and accountable for the progress and development of the students in their class, including those who access support from specialist Learning Support staff.

SEND should not restrict students from accessing extra-curricular activities except where an activity:

- a) may be detrimental to their health, or wellbeing, as is the case for all students
- b) where the activity cannot be accessed by the student despite reasonable adjustments having been considered

In consultation with relevant parties any adjustments which need to be made for students with SEND are reflected in risk assessments.

If an activity cannot be accessed by a student, the School will work with the student and their parents to identify an alternative activity.

Form teachers and Heads of Year take time to make sure they are familiar with the strengths, talents, interests and abilities of all the students in their class/section. All staff and students within the school are expected to have or develop tolerance for the disabilities and needs of others.

7. Facilities for Students with SEND

The school has a range of specialist SEND facilities in place. These include lift access for students who have difficulties using the stairs in the senior school, wheelchair access, curriculum support through small group teaching and extra-curricular activities, specialised revision and examination preparation and assistance during examinations through access arrangements. Please refer to the Accessibility Policy

8. Identification of Needs

The school aims to identify students with SEND as early as possible through screening, concerns raised by teachers as a result of monitoring work in lessons, homework, school tests and examinations. Students or parents may also raise concerns regarding progress. Information from assessments by external agencies such as education psychologists or medical reports may also be considered.

The Head of Learning Support (Prep and Senior) will consider any concerns about a student by analysing results of screening, collating feedback from the student's subject and pastoral teachers and discussion with the student and their parents. If appropriate, the Head of Learning Support (Prep and Senior) will offer the option of further assessment to consider educational attainment and cognitive skills, which help with the planning and appropriate support within the Learning Support Department and in the classroom. If deemed necessary, the Head of Learning Support (Prep and Senior) will recommend an assessment with an external Specialist Teacher/ Educational Psychologist or other professional best suited to assessing the student's needs, the cost of which is covered by parents.

The professional report will be summarised by the Head of Learning Support Prep or Senior (as appropriate) who will provide a summary for all staff in the form of a Pupil Profile. This will include implications for academic performance and support in the classroom. The Head of Learning Support (Senior and Prep) will discuss the results and the recommendations of the assessment with parents and, if a Senior School student, the student themselves. A summary of the report will be held on the student's Learning Support file, along with the summary recommendations, which will be made available to all members of staff on the school's OneDrive directory (Prep) or Veracross (Senior).

If a learning need is identified, the school follows the Assess, Plan, Do and Review cycle.

The assessment may identify eligibility for concessions in internal tests and examinations e.g. extra time. These will be awarded in line with the most up to date Joint Council for Qualifications (JCQ) regulations, Cambridge Assessment International Education regulations (CAIE) and Pearsons International regulations for public examinations (See Access Arrangement Policy for further detail). Extra time and other access arrangements are given to students in the Prep School who have these recommendations included in their specialist report.

Any student who is identified with SEND by the Learning Support Department, will be recorded on the Learning Support Register, which will detail the student's name and year, a summary of their SEND, the date of any assessments and access arrangements (where applicable). Teaching staff will record those students in their classes with SEND and adapt their teaching accordingly. RGS and RGS Prep recognise that students may come off the register if they are achieving at the level expected.

At RGS Senior school, Exam Access Arrangements to support learning difficulties or disabilities can only be considered if the assessor, Specialist Teacher or Educational Psychologist is known to the school and has a working relationship with the school. The Head of Learning Support can provide parents with details of recommended professionals to ensure compliance with JCQ regulations. These professionals will be known to the school, whereby all qualifications and certificates provided will be kept securely. The recommended professional may be asked to discuss the findings of a student's assessments with the Head of Learning Support.

In accordance with the JCQ regulations, at RGS Senior School all external and recommended professionals must make contact with the school to collect information prior to any assessment.

A privately commissioned assessment carried out without prior consultation with RGS Senior School cannot be used to as part of the evidence requirement for the awarding of access arrangements in examinations.

Exam access arrangements can only be awarded if teachers confirm need in their subject, regardless of assessment findings and/or recommendations

Exam Access Arrangements may be awarded for reasons other than learning difficulties or learning disabilities, for example communication and interaction needs (e.g. ASD); physical needs; medical needs; social, emotional and mental health needs (e.g. ADHD). Specialist evidence must confirm the diagnosis and how this may impact the student's learning. In order to ensure the assessor meets exam board requirements, parents should contact the Learning Support Department for recommended specialists where appropriate.

Parents should be aware that recommendations from specialists or assessors are not sufficient evidence in themselves to allow for Exam Access Arrangements. The School must be able to further demonstrate need in accordance with JCQ regulations.

9. Support for Students of Concern

Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, in spite of learning support intervention, will be monitored in a range of additional ways. This may include observations, staff meetings, academic review meetings, school reports, results of internal examinations/tests, meetings with parents and other professionals. There will be discussions between the Head of Year/Class teacher/Subject teacher and Head of Learning Support and further screening, or assessment may well be utilised. Subject teachers will take steps to provide scaffolded learning opportunities that will aid the student's academic progression and enable the teacher to understand better the provision that needs to be applied.

10. Specialist Learning Support

Learning Support at RGS and RGS Prep is offered on a small group or one-to-one basis. If a student's parent agrees to specialist support by the Learning Support Department, the Head of Learning Support will allocate the student to a Learning Support intervention taking into account the student's Key Stage and any specific needs.

In the Senior School, intervention need is determined in consultation with Heads of Year, Heads of Section and the Learning Support Department. Interventions may also be requested for consideration by students or parents.

In Pre-Prep there are Teaching Assistants in every class who support learning needs. In Prep, Learning Support Assistants support some core subject classes, according to need.

The Learning Support department will prepare a Pupil Profile for each student which will include a summary of their needs, access arrangements, the external report recommendations and quality first teaching strategies.

In the Prep school, students with one-to-one provision have targets set which are achievable and measurable. These are reviewed on an annual basis or earlier if the intervention is no longer needed. These targets are shared with parents and where appropriate, discussed with the student.

In the Prep school The Learning Support Department writes reports and in the Senior school the Learning Support Department arranges parents' evening appointments. At RGS and RGS Prep the Learning Support Department communicates with parents on an ad hoc basis.

Parents are asked to alert the Learning Support Department to any concerns or queries they may have as they arise in order to allow for identification of needs, or support, to be considered and/or provided in as timely a manner as possible.

11. Students with Education, Health and Care Plans

The School will consider whether it is able to meet the needs of students with Education, Health and Care Plans on a case-by-case basis. If it is unable to meet needs, it will share the reasons behind the decision with parents.

Any student with an Education, Health and Care Plan (EHC plan) will be closely monitored and their plans formally reviewed annually with the student, parents, the Head of Learning Support and specialist and external agencies.

If a Local Authority (LA) makes any financial contribution to an ECP plan, the Accounts department will provide the LA with an annual account of income and expenditure for each student.

In the instance of any student with an EHCP whose funding does not cover the full cost of their support, parents may need to 'top-up' the funding to cover the cost of the school meeting the needs of their child. The school will employ any additional staff needed to support the child and parents will be invoiced accordingly.

12. Alternative Arrangements

In the following circumstances the School reserves the right, after consulting with parents, to request or require the withdrawal of a child:

In instances where, in the opinion of the School a formal assessment, additional specialist teaching, learning support, or medication is advised for the child, and consent is not given.

If information is deliberately withheld that affects the ability of the School to effectively address the child's learning difficulties or disabilities

When the child's learning difficulties necessitate a level of support or medication beyond that the School can reasonably provide or arrange

In cases where the child has special educational needs that make it unlikely they will benefit sufficiently from the mainstream education and facilities provided by the School

In any of these circumstances, the School is committed to taking reasonable steps to assist parents/carers in finding an alternative placement that will offer the child the appropriate level of teaching and support.

The withdrawal of a pupil under these conditions will not result in charges to fees in lieu of notice. The deposit paid in respect of the child will be credited to the payee's account.

Withdrawal would occur only after all reasonable adjustments have been considered and where continued placement would be incompatible with the provision of education for others or would impose adjustments that are demonstrably unreasonable under the Equality Act 2010

13. Access Arrangements

13.1. Access Arrangements for External Examinations

Access arrangements allow examination candidates with SEND to access the assessment and show what they know without changing the demands of the assessment. Examples of access arrangements are extra time and word processing.

Access Arrangements for External Examinations may only be awarded if JCQ criteria are fulfilled, as set out in their *Access Arrangements and Reasonable Adjustments* document. Evidence of need must be available for inspection annually by JCQ. It is important to note that:

- a diagnosis alone is not sufficient evidence for exam access arrangements in accordance with JCQ regulations;
- external professionals' recommendations are not considered sufficient evidence for access arrangements in accordance with JCQ regulations
- JCQ require teacher comments evidencing need in advance of assessments for public exam access arrangements
- JCQ require evidence of extra time having been used in mocks exams and internal assessments
- Access arrangements must be awarded on a subject-by-subject basis in accordance with teacher evidence and evidence of use
- When students progress from GCSE to A Level, access arrangements may only continue if teachers continue to confirm evidence of need and the student's exams and assessments demonstrate evidence of use

The School must follow JCQ Access Arrangements regulations for Public Exams.

13.2. Access Arrangements for Internal Assessments - Prep

At RGS Prep internal assessments are informal, intended to inform teaching and learning rather than to serve as formal evaluations. As such, formal access arrangements (e.g. extra time, readers, or

scribes) are not required. Staff are encouraged to apply a flexible and inclusive approach, allowing students to work at their own pace where appropriate, while maintaining the informal and diagnostic nature of the activity. Informal assessments are designed to be completed within a standard lesson. Where students are unable to complete the task within this time frame, they are permitted to continue their work using a different colour pen. This allows teaching staff to clearly distinguish the work completed within the allocated time while enabling students to finish their responses without undue pressure.

13.3. Access Arrangements for Internal Assessments - Senior

At RGS Senior internal assessments are part of monitoring student progression and preparing students for their external examinations. As such, approved formal access arrangements (e.g. extra time, readers, or scribes) are put in place when possible. The Learning Support Department will assist where possible in facilitating the access arrangements. Because internal assessments are designed to be completed within a standard lesson, this may mean that students receiving extra time need to complete this outside of the lesson as agreed with the member of staff. If it is not possible to facilitate the access arrangements, staff will take this into consideration when marking and feeding back on the assessed pieces of work.

14. Transition to/from Other Educational Institutions

The Head of Learning Support will co-operate and liaise with other schools when students join or leave RGS or transfer to another educational setting. In the Prep school, all SEND paper records are handed to the Head of Learning Support at the future school. RGS Senior share all access arrangement documentation with future schools. All paper records are kept in accordance with the GDPR regulations.

15. Related Policies

This policy should be read in conjunction with the following policies:

Prep:

- Admissions Policy
- EYFS Policy

Senior:

- Admissions Policy

Whole School:

- Accessibility Plan
- Data Protection Policies
- EAL Policy
- Information and Records Retention Policy