



PUDSEY GRAMMAR SCHOOL

EST.1905

Special Educational Needs, Disability and Learning Support Policy 2025 - 2026

This policy has been agreed by the Governing Body of
Pudsey Grammar School

Ratified: Full Governing Board

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The information provided within this document relates solely to Pudsey Grammar School. The Special Educational Needs & Disabilities (SEND) Co-ordinator is Mrs. E Matthews and can be contacted by telephone at 0113 255 8277 ext 214 or alternatively by email at e.matthews@pudseygrammar.co.uk
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For information regarding SEND provision (The Local Offer) within the local authority please visit <https://leedslocaloffer.org.uk/#!/directory>

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Our aim is to have a fully inclusive ethos with attention to outlook and practice so that students achieve their potential through effective participation. This is in line with our school vision.

“To be a centre of excellence where every child aspires to learn, progress and achieve. Where every child, whatever their background or barrier, has equal educational opportunities and can be fully integrated into school life in a safe, secure environment with high quality provision to produce confident, successful young people.”

The following policy recognises and aims to address the key issues identified in the SEND Code of Practice January 2015.

Definition of Special Educational Needs and Disability:

A child or young person has SEND if they have a significant learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This may relate to learning, emotional needs, sensory impairment, physical disability or medical condition. They have a significantly greater difficulty in learning than the majority of children of the same age.

SEND may include learning difficulties, physical impairment, hearing impairment, visual impairment, autism, social, emotional and mental health difficulties, speech language and communication difficulties.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children aged two or more, 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 and mainstream post-16 institutions.

This definition is based on the definition of SEND in the Code of Practice 2015 (paragraph xv section 1)

Early Identification:

- A child with special educational needs & disabilities should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.

- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- Monitoring provision and progress met by the student.

Values:-

We, at Pudsey Grammar School, are committed to meeting the Special Educational Needs of students and ensuring that they make maximum progress.

We believe that all students:

- Are of equal value.
- Are able to make a valuable contribution to the life of the school.
- Should have equal educational opportunities.
- Be educated in a climate of high expectation co-operation and collaboration.
- Should be integrated and participate fully in school life.
- Have the right to be treated with sensitivity, consideration and respect in a safe environment.

We believe that all employed staff:

- Have a responsibility to identify, respond and ensure high quality provision in the education and welfare of all students with Special Educational Needs, to overcome barriers to learning, provide suitable learning challenges and accommodate a diversity of student need.

Accessibility

Accessibility was one of the key design criteria in the construction of the new school building (BSF Phase 1) which opened in September 2008. An extremely high level of (physical) accessibility was achieved through this process.

To monitor and ensure that these high standards of access are maintained, the school will liaise closely with the PFI provider (Mitie) and ICT services provider through regular scheduled meetings. Outcomes of these meetings will continue to be reported to and monitored by Governors in their respective meetings.

How Support is Offered for Moving Between Phases.

The school places great importance on the transition of students to and from Pudsey Grammar School.

Year 6 into 7: Meetings with primary staff occur in the summer term in order to gather information. This information informs the actions that we take. It is common for additional meetings to be held for the more vulnerable students that will involve parents. A transition club runs for one evening per week for a six week period for identified vulnerable students. The aim of the club is to help students become familiar with their new surroundings prior to September and to give them taster sessions of lessons they will be attending. Information is provided to all staff in the form of a personal plan created on Provision Maps and accessed through Class Charts. Information is provided prior to September, allowing staff time to prepare and ensure that individual students' needs are met. A higher number of LSA's are initially deployed to year 7 than other year groups to further aid their transition.

When required, the school will liaise with and involve outside agencies to ensure a student's transition is as smooth as possible. We endeavour to put additional support

into place on arrival for identified students. This may come in the form of mentoring, LSA support or additional literacy and numeracy for example.

All year 6 students attend a transition day within the last half term at which they are introduced to their Form Tutors, Year Leader and Director of Studies. Once again, they are given a taste of a typical day at Pudsey Grammar School. Around the same time a parents evenings are held for all new parents and carers.

Students' files and key information are passed onto further education establishments when a student moves on. The school also works with a specialist transition advisor from the SENSAP team who offers advice and support to students in receipt of an EHCP concerning their options at the end of year 11.

The arrangements for the admission of students with disabilities at Pudsey Grammar School:

In the main, the school follows the same principles for students with disabilities as any other student due to attend Pudsey Grammar School. This is outlined above in "How support is offered for moving between phases" However, when required, additional actions are taken to ensure students with disabilities have as equal access to the curriculum and areas within school as any other student as is possible. Furthermore, the school will endeavour to ensure if feasible that specialist equipment and reasonable adjustments are in place prior to the students attending. Advice and direction are taken from specialists within the area of need such as Occupational Therapists and the DAHIT Team etc.

As a school, we aim to have a very close working relationship with both professionals and parents to ensure the child's needs are met to the best of our ability and they are safe within school. If appropriate, care plans, risk assessments and personal evacuation plans are drawn up and information is disseminated to staff. On some occasions, it may be within the child's best interests to provide students with some information. This is done in as delicate and considerate way as possible and agreed by both parents and student prior.

Subject Areas will:

- Ensure their teaching and learning spaces are accessible and meet the requirements of the specific health and safety risk assessment.
- Use planned seating and grouping arrangements (where appropriate) to support pupils with disabilities.
- Identify, report and work to overcome barriers for students with disabilities.

The school's collective responsibilities towards Special Educational Needs and Disabilities:

- To identify and assess students' needs as early as possible (ideally during Year 6 through effective primary liaison).
- To ensure full entitlement and access for students with special educational needs to a broad and relevant curriculum with full agreement from the Headteacher, to reflect our inclusive ethos.
- To work in partnership with parents, students and external agencies to ensure students with SEND are able to reach their full potential.
- To prepare Individual student Profiles through provision mapping for students with an Education Health Care Plan (EHCP), students identified as having a

special educational need and those students who receive wave 1 support to regularly review interventions and assess their impact upon a student's progress.

- To keep teaching staff fully informed of individual needs and advise on appropriate strategies.
- To provide individual/small group support where necessary in the raising of literacy skills and numeracy skills.
- Speech and language groups.
- Dyslexia groups.
- To develop and review individual education plans and issue copies to parents and subject staff.
- To ensure EHCPs are clear and detailed, made with prescribed time limits, specify monitoring arrangements and are reviewed annually.
- To provide a safe and secure environment for students so that they participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- To effectively develop teaching assistants
- To work closely with other practitioners in the Special Educational Needs team in order to achieve these aims in line with our Vision Statement and beliefs.

Our student related targets are:

- To ensure that the learning needs of students with SEND are identified and assessed as early as possible.
- To provide a timetabled withdrawal programme of support for identified students.
- To monitor student progress and provide reports for parents according to school policy.
- To ensure that students are involved in the reviews of their Student Profiles .
- To ensure that students are supported appropriately in order to achieve their targets/potential.
- To apply for special considerations for examinations where necessary.
- To ensure the Assess, Plan, Do Review process is followed on a termly basis to ensure students' needs are monitored and supported closely.

It is very important to us that students are consulted about their individual needs and that their views and opinions are taken into consideration at all times. Involving students in the various review processes that occur over an academic year, allows this to happen. The pastoral system also provides both students and parents with a number of ways in which they can discuss their progress, issues or concerns.

Parent-related targets are:

To ensure good communication with parents:

- Provide guidance and support for parents on how they can work with their child in order to maximise progress.
- Report to parents in line with the school assessment and reporting policy.
- All parents / carers to receive a copy of Individual Student Profiles on request.
- Ensure transition procedures are such that new parents feel confident to share SEND information about their children.
- Provide annual EHCP reviews.
- Promote an open-door policy for parents who have any concerns.
- To work closely with Governors, providing information and seeking support if required.

- To work alongside parents/carers throughout the Assess, Plan, Do Review process, incorporating a communication point once each term, enabling parent voice and regular communication.

Admissions For In-Year Entry

- Student is admitted by the Headteacher.
- Induction is with the Director of Studies.
- The Director of Study will then liaise with the Year Leader and Form Tutor.
- Student is referred to the Director of SEND for diagnostic testing and then possible intervention.
- Information given to staff.
- A buddy system is set up in the first instance to support the student around school.

If the school is alerted to the fact that a child may have a difficulty in learning, we will endeavour to collect all relevant information and plan a personalised differentiated curriculum.

All students with Special Educational Needs will be involved in the full life of Pudsey Grammar School.

Assessment of students with SEND

Screening Procedures we currently use are:

- ACCESS Reading Test
- WRAT 4 Test – administered by the Director of SEND
- Lucid rapid Dyslexia Screening Test administered by the Director of SEND
- IDL – International Dyslexia Learning – personalised screening and programme.

We use results from these tests to:

- Evaluate students' progress.
- Identify weaknesses/strengths.
- Plan intervention strategies.
- For an Educational Psychologist referral.

Approaches to teaching and Learning for SEND students.

All school staff have access to all available information regarding the additional needs of a student and are actively encouraged to ensure they regularly keep abreast of their needs through the plans created on Provision Maps accessed through their Class Charts and individual Student Profiles. As a result of this information, staff personalise lessons, informed by the school's Teaching and Learning Policy to best meet a student's individual needs.

On occasions when, despite all efforts to accommodate individual students', barriers to learning and progress still exist, the school provides a range of interventions aimed at reducing/removing these barriers. The current provisions are as follows:

(these are kept under review dependent on need)

- Literacy Intervention – Catch Up Programme
- Numeracy Intervention – Catch Up Programme
- Dyslexia Support Programme
- Self Esteem Programme
- Relationships and Integration Programme
- Behaviour for Learning Programme

- Managing your Emotions Programme
- Speech Language and Communication Programme
- Individual Mentoring.
- Autism Key Worker support

If viable and in the best interests of the child, the school will endeavour to meet the individual needs of all of its students. This includes personalising curriculums and providing learning environments that best meet the needs of individuals and groups of students.

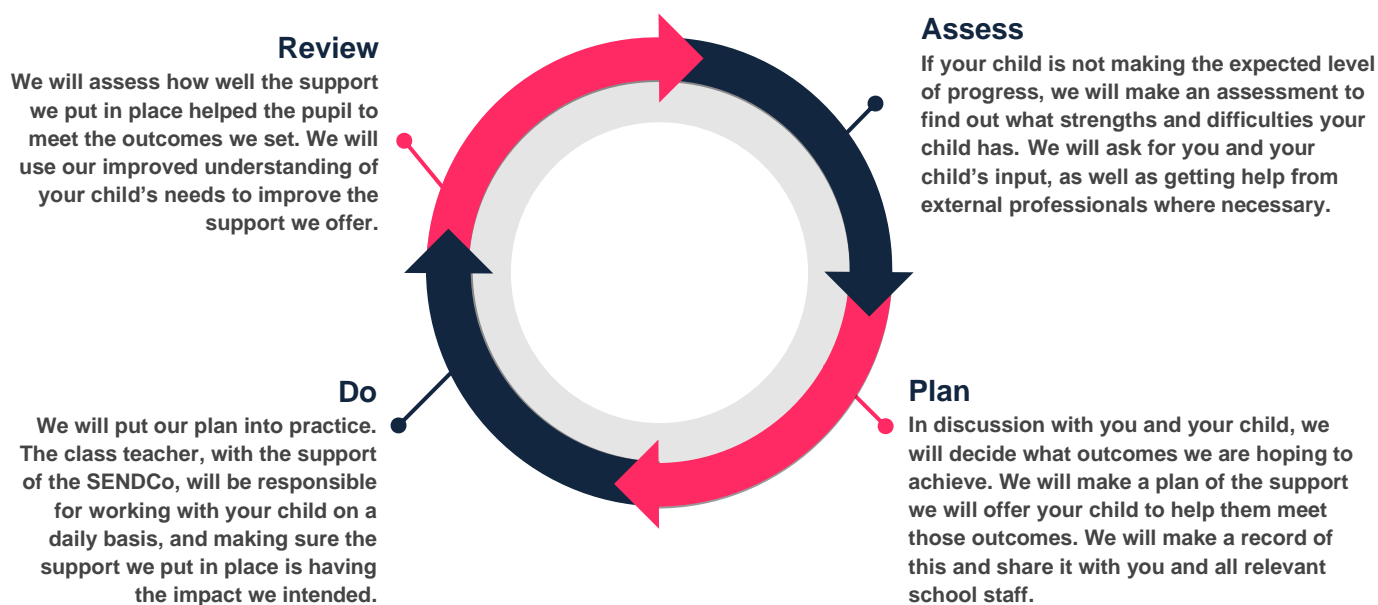
The school follows the SEND Code of Practice guidance with respect to all students identified with SEND by ensuring the following process takes place for each individual student:

Assess student's needs - Plan support - Implement support - Review outcomes.

Each student identified as SEND has an Assess Plan Do Review plan. The information within the plan is updated on a termly basis and communicated and discussed with parents / carers via email in terms 1 and 2 and then through a face-to-face meeting in term 3.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Aims and objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively and to have their voices heard; • To value and encourage the contribution of all children to the life of the school;
 - To work in partnership with parents.
 - To work with the Governing Body to enable them to fulfil their statutory monitoring role:
- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Support available and how the services, provision and equipment is secured.

The support available within school is highlighted above, however if after intervention support, barriers are still impacting on a student's learning and progress, the school would look to involve specialist support from outside agencies. Referrals can be made directly from school or through Cluster Guidance and Support Panel. The support requested is entirely dependent on the identified barriers:

Referrals to the cluster Guidance and Support Panel give access to guidance, support and advice from a team of practitioners employed directly by the cluster, other commissioned services and partner agencies. On a needs-led basis children, young people and families can be supported to access the above services.

The Guidance and Support Panel includes membership from the following agencies:

- Addiction Unit
- Area Inclusion Partnership
- Attendance Advisory Service
- Bramley and Rodley Community Action
- Barnardo's FIS
- Child and Adolescent, Mental Health Service
- Children's Centres
- Connexions
- Children's Social Work Service
- Educational Psychologist
- Health Visiting
- Leeds Anti-Social Behaviour Team
- Mult Systemic Team
- Platform
- School Nursing
- Youth Offending Service
- Willow Young Carers

In addition, the cluster also provides a Targeted Mental Health Service and Family Support Service. This can be accessed through guidance and support.

Off-site educational provision can also be accessed through the Area Inclusion Partnership as show below:

- West 14
- West 11
- LS-TEN
- Queenswood Medical Needs
- MNTS
- Elland Academy
- Core Training
- Hunslet Club
- Prism
- Student Tuition.
- Bradford College

In order to access support available, students will need to meet set criteria both for intervention support within school and the involvement of outside agencies. Contact should be made with either the Director SEND, Year Leaders, or Director of Studies who will be happy to discuss concerns and take appropriate action. Contact details for these agencies can also be provided on request.

The school will endeavour to ensure required equipment is secured in order to best meet individual students' needs; however, this is obviously determined by cost and funding available. Consultation will take place with experts in order to secure the most appropriate equipment when required.

Entry and Exit Criteria

Students are classified as having special educational needs or a disability in line with the definition stated within the code of practice and are recorded as K or E on SIMS. Those recorded as K include students who are not in receipt of an Education Health Care Plan but are:

- On the Speech and Language Team caseload.
- Have a Visual Impairment (are on the VI team caseload).
- Have a Hearing Impairment (are on the HI team caseload).
- Receiving long term support (more than 3 sessions) from CAMHS or TAHMS
- Having an EHC assessment pursued.
- Have a medical condition that significantly impacts on their learning or ability to access school.
- Have a significant learning need that requires the involvement of the SENSAP team and or Educational Psychologist.
- Diagnosed Autistic Spectrum condition.
- Have an identified SPLD for which they receive intervention outside of the classroom.

Those recorded as E on Arbor are in receipt of an Educational Health Care Plans.

Students also may have an Individual plan created for a large range of reasons yet may not be classified as having a special educational needs or disability. The purpose of this is to provide staff with information and strategies that will support students' progress. Such reasons include:

- A student has low levels of literacy.
- EAL
- Any medical reasons
- Has a specific learning difficulty
- Child protection concerns

A student with an EHCP 0-25 will have at least 1 annual review. This review will determine any movement from an EHCP to K. Students in receipt of FFI funding who do not have an EHCP are also reviewed. All other students appear on the additional needs register and are classed as Wave 1.

Categorisation/Codes used for identification

Wave 1

- (1) Whole school assessments, class or subject teachers identify a child who may require additional support and, consulting the school's SEND Co-ordinator, take initial action through increased differentiation
- (2) The school's SEND Co-ordinator takes responsibility for gathering information and for co-ordinating the student's additional provision, working with the student's teachers

Code K

- (1) Teachers and the Director of SEND are supported by specialists from outside the school. An application for an EHCP can be made initially by using the matching provision to need document.
- (2) The LA consider the need for an EHCP and, if appropriate, make a multidisciplinary assessment.

EHCP

Enhanced provision.

The LA consider the need for an Education Health Care Plan and if appropriate, draw up an EHCP and arrange, monitor and review provision.

The monitoring and review of students with SEND occurs at regular intervals on a number of levels:

- Form Tutors are asked to monitor students within their form groups on a weekly basis.
- Subject teachers are expected to continually monitor the progress of all students and provide levels data up to 3 times per year.
- The impact of interventions is monitored at the end of each term.
- Students with an Individual Personal Profile will have this reviewed twice per year.
- Students in receipt of an EHCP will have an annual review of their progress.
- Provision for students in receipt of FFI funding is reviewed at least annually.

The information gained from the monitoring of students then informs the actions that are put into place.

Appendix

1. Arrangements for co-ordinating educational provision for students with SEND

This co-ordination will be organised:

- Through primary link at transition.
- Through referral to the Director of Studies who will then liaise with the Director of SEND and Year Leader

- Through the system of Individual Student Profiles which will inform and co-ordinate staff responses.
- Through the allocation of Learning Support Staff time.

2. Practice

The Director of SEND will construct a register providing information and strategies about vulnerable students. Entry onto the register will be by referral from primary intake information, by parental consultation, or by referral from teachers or other agencies. Students will be removed from the register when they no longer require additional help: this will be indicated by teacher assessments, by meeting IPP targets, and following discussion between parents, students and The Director of SEND Year Leader/Director of Studies

The school will implement the Code of Practice in the following ways:

- Consulting with parents and students in all matters to do with additional needs.
- Identifying and assessing needs on intake and throughout the student's time at school.
- Class teachers identifying and recording strategies at Wave 1 and when required, referring students to the SEND department.
- Particular difficulties for individual students will be referred to the Director of SEND for consideration to suitable outside agencies, after which an IPP will be produced or reviewed.
- Through our provision map system the SEND team will identify and review teaching strategies and targets for all students.
- Use Dyslexia Friendly teaching and learning strategies in the classroom.

3. Assessment of Students

Students needs will be assessed from the following information:

- Intake scores.
- Profiling Reports from Primary School.
- ACCESS Tests.
- Individual diagnostic testing for Dyslexia.
- Individual Testing following parental or student request.
- Referrals from staff.
- Student interviews, observation and monitoring.
- Underachievement shown in whole school assessment.
- Concerns expressed by pastoral or teaching staff.
- Routine school assessment procedures.
- Provision for students with EAL.

4. Resources

- The school organises its resources and is accountable for best value.
- Capitation allowance for Learning Support is allocated at the start of the year.
- It is the responsibility of the Director of SEND to resource the department according to needs identified by nature of student difficulties.
- As with all other departments the SEND team are entitled and encouraged to bid for any major items/ needs from additional funding sources.
- Pudsey Grammar School is committed to developing staff to the highest standard and training will be made available to all members of the team.
- The school has ensured that the needs of students are met by employing a Director of Special Educational Needs and Disability. The Director of SEND will use the student's EHCP and LA banding document to identify the areas of

students needs and make appropriate provision. The school will provide adequate support staff to ensure students are enabled to develop to their full potential.

- Times will be identified for staff to review students' progress and/or discuss student curriculum needs and transfer information between classes and phases.

5. Training

- The school will ensure that staff are kept fully abreast of their statutory responsibilities by training and receiving regular updates from the Headteacher/Director of SEND.
- The Headteacher/Line Manager/Director of SEND will keep up to date about SEND issues through attendance at training and cluster meetings. In addition, the Director of SEND will develop his skills through attendance at specialist training, discussions with outside specialists, reading and subscription to professional bodies.
- Non-teaching staff who support individual students and groups of students need to have a wide range of curriculum and SEND knowledge. This will be updated regularly by making available relevant courses and ongoing in house training.
- All staff are welcome to attend any in house training taking place within the SEND area.

6. Expertise amongst staff

The SEND support team consists of a Director of Special Educational Needs and Disabilities, a Deputy SENDCo. and they are supported by a team of LSA's. Areas of need are fronted with a key member of staff from this team who has received additional training in that particular area. This member of staff works closely with the Director of SEND to ensure best practice. SEND areas that currently have this in place are:

- Dyslexia
- Speech and Language
- Access Arrangements
- Literacy Catch Up
- Social Emotional and Mental Health
- Visual Impairment
- Autism

7. Annual Reviews

EHCP annual reviews, are arranged in accordance with the LA guidance document and in line with Code of Practice.

It is the responsibility of The Director of SEND to organise and conduct the annual review at the specified time. The aim of the review is to:

- Assess child's progress towards the objectives of the EHCP.
- Collate information from school and external agencies.
- Review progress towards targets and consider appropriateness of EHCP.
- If the EHCP is to be maintained and set new targets.
- Plan support for student.

Additional Activities Available

In addition to the school curriculum, students are given the opportunity to participate in an extensive programme of activities and clubs. The school will endeavour to be as inclusive as possible in all cases.

Duke of Edinburgh

We also run a Duke of Edinburgh programme through various year groups in school.

In addition, the School offers mid-year trips to France and Skiing alongside many other educational visits.

Concerns

Should a parent/carer or Student wish to raise a concern regarding SEND provision they should in the first instance contact the Director of SEND or the Deputy SENDCo.

It should be noted that:

As appropriate the aims and objectives of the SEND department relate directly to those of the school and the LA. They are also based on the values gained from and are guided by the requirements of the 1996 Education Act, the SEND code of practice and Special Educational Needs Every Child Matters Guidance and the single equality act 2010.