



# 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](mailto: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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## **1. Policy Introduction**

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.

### **1. Policy Development and Implementation**

At Pudsey Grammar School we 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.

#### **Student related targets:**

- To ensure that the learning needs of students with SEND are identified and assessed as early as possible.
- To ensure that relevant information about students needs is shared in a timely and appropriate manner with all relevant staff
- To provide a safe and supportive space for students where they are able to form positive relationships with staff and peers and be supported to experience educational success
- To monitor student progress and provide reports for parents according to school policy (termly).
- To ensure that students are involved in the reviews of their EHCPs and Individual Pupil Profiles.
- To ensure that students are supported appropriately through quality first teaching in order to achieve their potential.
- To apply for special considerations for examinations where necessary.
- To ensure the Assess, Plan, Do Review process is followed to ensure students' needs are monitored and supported closely.

#### **Parent / Carer 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 their progress socially, emotionally and academically.
- Report to parents in line with the school assessment and reporting policy (3 times per year, in writing via school progress reports).
- All parents / carers to receive a copy of Individual Pupil Profiles on request.

- Ensure transition procedures are such that new parents feel confident to share SEND information about their children.
- Provide annual EHCP reviews for all students with an EHCP
- Promote an open-door policy for parents who have any concerns.
- To work alongside parents/carers throughout the Assess, Plan, Do Review process, incorporating a communication point via progress reviews, enabling parent voice and regular communication.

To ensure that this happens the Director of SEND works with the Governing Body, Headteacher and Leadership team to ensure that the information shared within this policy is implemented while school.

## **2. Approach to Supporting Pupils with SEND**

**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 ensure that the information stored on Arbor is up to date and accurately reflects the needs of students with SEND. This allows teaching staff to understand the support an individual student needs in order to be successful in their learning.
- To prepare Individual Pupil Profiles through provision mapping for students with an Education Health Care Plan (EHCP) and those identified as our most vulnerable learners.
- To keep teaching staff fully informed of individual needs and advise on appropriate strategies – through Arbor and half termly achievement briefings.
- To provide individual/small group support where necessary in the raising of literacy skills and numeracy skills.
- Speech and language groups.
- Dyslexia groups and individual support as needed
- 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 ensure they have the knowledge and skills needed to support our most vulnerable learners but in and out of the classroom
- 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.

## **Teaching and Learning for SEND students.**

All school staff have access to all available information regarding the additional needs of a student through Arbor. Through half termly Achievement Briefings and termly full

staff CPD staff are encouraged to ensure they keep up to date with the needs of their students. Staff use this information to differentiate their lessons, informed by the school's Teaching and Learning Policy to best meet a student's individual needs.

On occasions when, despite Quality First teaching within the classroom, and 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
- Numeracy Intervention
- 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
- Group support within the classroom

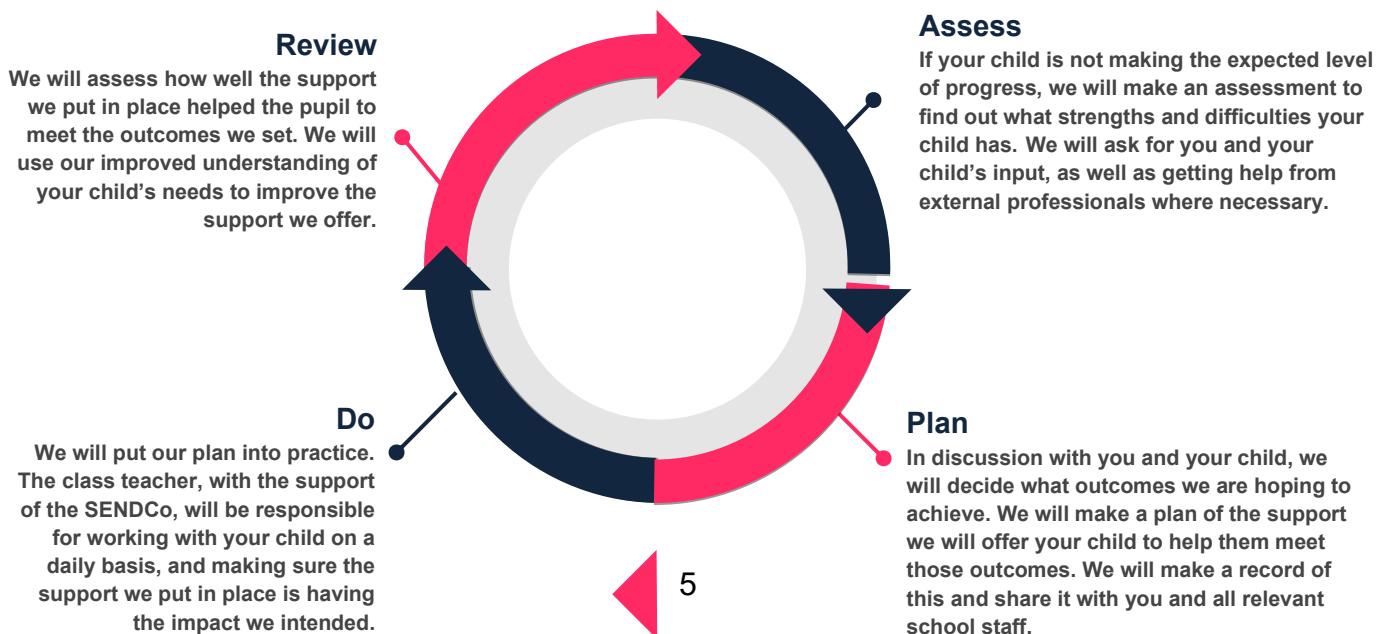
If viable and in the best interests of the child, the school will endeavour to meet the individual needs of all its students. This includes personalising curriculums and providing learning environments that best meet the needs of individuals and groups of students.

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 will follow the Assess Plan Do Review system. This information is logged via the SEND team and will be discussed with parents either through email, phone calls or in person meetings.

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.

We will track your child's progress towards the outcomes we set over time and amend 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.

This process aims to: -

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- Ensure that every child experiences success in their learning and achieves to the highest possible standard;
- 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:
- Work closely with external support agencies, where appropriate, to support the need of individual pupils;
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

### **Assessment of students with SEND**

Quality first teaching is our priority, we feel that through a differentiated curriculum with scaffolding in place in classrooms all students should be able to thrive. If it is noted by classroom teachers that more support is needed information gathering will take place and we will assess if additional support is needed.

In addition to this following progress reviews Subject Leaders and Directors of Studies will review the data of key student groups, including those with SEND, and if gaps are developing between students and their peers they will be reviewed and additional support will put in place to bridge these gaps.

### **Screening Procedures we currently use are:**

- Lucid rapid Dyslexia Screening Test
- 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.

### **Identifying and Tracking SEND needs**

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 Arbor. 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
- Are undergoing an EHCP assessment.
- 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 Inclusion Advisory 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. 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 also may have an Individual Pupil 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

### **Categorisation/Codes used for identification**

#### **Code K**

- (1) Quality First Teaching is not enough to allow the student to make progress and experience success in the classroom. Therefore additional support is put in place.
- (2) The young person may be supported by specialists from outside the school. An application for an EHCP may be being made or being considered as a future option.

#### **EHCP's**

The Local Authority 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 Pupil Profile will have this reviewed annually through communication with staff, student and home.
- Students in receipt of an EHCP will have an annual review of their progress in an in-person meeting each year.

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

### **External Support**

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
- Multi 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 shown below:

- West 14
- West 11
- Queenswood Medical Needs
- Elland Academy
- Student Tuition.

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.

### **Support offered for moving between phases for students with SEND**

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

#### **Between years**

To help pupils with SEND be prepared for a new school year we ensure that pastoral leaders and form tutors stay in place to ensure stability and consistency for all students.

#### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will support with transition visits and work closely with the previous or new school to ensure a smooth transition.

#### **Between phases**

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. 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.

We run a transition club, in addition to our Transition Day that takes place for all students in the summer term. Transition Club allows our most vulnerable new starter's to take part in regular visits to PGS prior to their start in September. This allows students to understand the layout of the building, meet key staff and see key documents.

We also host a Year 7 information evening in the Summer term to allow all new parents the opportunity to visit PGS and meet key members of staff, further information evenings take place in the autumn term of Year 7 to allow parents to meet form tutors and get an understanding of how the school year runs.

When students start at PGS have know SEND information is provided to all staff via our Arbor system, where we hold all student information. From here staff are able to access all the information they need to successfully support students in lessons. In addition to this we use training days and half termly achievement briefings to share key messages with staff about vulnerable students.

#### **Onto adulthood**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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 SENSAF team who offers advice and support to students in receipt of an EHCP concerning their options at the end of Year 11.

### **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 information gathering (from previous school and PGS staff) and then possible intervention.
- Information shared with staff via Arbor.

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 ensure this is shared with all relevant staff via Arbor and Achievement Briefings, as appropriate. differentiated curriculum.

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

### **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. 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 relevant staff.

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.

### **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. Refer to the Accessibility Policy for more information.

### **3. Staff Training for SEND**

We have a scheduled CPD calendar and ensure that half termly student updates take place in staff briefing to share the emerging and changing needs of our students.

In addition to this we utilise external agencies to deliver training to all staff on a regular basis, to ensure that all students are able to experience quality first teaching within the classroom and have their needs met.

### **4. Monitoring and Evaluating**

This policy will be reviewed on an annual basis in conjunction with the Director of SEND, Governing Body, Headteacher and Leadership Team.

## Appendix 1

### **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 support: this will be indicated by teacher assessments, 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 concerns about progress and learning during termly progress reviews
- Significant concerns for individual students will be referred to the SEND leadership team for consideration to suitable outside agencies, after which relevant information will be shared with appropriate staff via Arbor and an IPP if required.
- 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 class 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/Director of SEND will keep up to date with SEND issues through attendance at training and cluster meetings. In addition, the Director of SEND will develop her 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 SEND staff will attend in house training taking place within the SEND area.
- A robust and regular delivery of SEND training to all staff, this will take place during planned staff meetings

## **6. Expertise amongst staff**

The SEND support team consists of a Director of Special Educational Needs and Disabilities, 2 Deputy SENCO's, 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 one of the Deputy SENCO's

### **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.