



## **LGST Special Educational Needs and Disability Policy (SEND Policy, including EAL)**

Enabling a holistic view of a child or young person, supporting the Learning Development of mind, body and spirit within a framework of child-centred and reflective practice.

This is a whole-Trust policy, including provision for EYFS (Early Years and Foundation Stage) and EAL (English as an Additional Language) applying to Leicester Grammar School (LGS), Leicester Grammar Junior School (LGJS) and Leicester Grammar School - Stoneygate School (LGSS).

Our vision and aim for a child or young person in our care is that they better understand and embrace who they are, so that in practice they:

- recognise and sustain good learning, interactions and mental health;
- know where to go for help;
- see all challenges as an opportunity for choice, development and learning;
- experience inclusion and empowerment in our school community and their life beyond school.

### **In day-to-day practice this means that we:**

- Will respect your child, listen to them and listen to you, and invite your child and you to work with us.
- Help to develop whole-school training and approaches for quality-first teaching and pastoral care, working with a child's teachers.
- Keep an open mind and maintain our professional curiosity to seek and find solutions with the child, using a graduated approach to make appropriate and reasonable adjustment whenever a child asks and whenever need is evident for the child themselves.
- Use child-centred and inclusive approaches in our provision of a child's learning, pupil meetings and pathways, so that the child's voice is heard and so that the child's best interests shape the thinking and outcomes around them. This approach includes the child's learning, their pastoral care, matters of reward and discipline, access to the wider community life of the schools, arrangements for school trips and examinations.
- Invite early and informed conversations about a child's individual needs ahead of entry or after entry. We will request the child's permission, or the permission of their parent(s) or carer(s) to speak to, work with and share information with the child's previous school/s, and other professionals and medical professionals who have been involved with the child.
- Keep safe the child's information and records that relate to the child, using our electronic system and locked storage.
- Develop and train our team of staff so that our knowledge and skills are well-tuned to the child's needs.

- Offer an open door and calm spaces that enable appointments and lessons for listening, learning, reflection and processing.
- Provide early observation, screening and assessment for all areas of SEND, EAL and Exam Access Arrangements (EAAs).
- Make an appropriate offer to the child: using one-to-one or small group listening, teaching, coaching, play and therapy-based approaches in school with adults they are familiar with, recording the child's progress and outcomes; offer inclusion timetables; support and signpost for the child's continued learning at home; provide for Exam Access Arrangements. Where a child's needs meet the required threshold, we will pursue funded support via an application to the Local Authority for additional needs funding or an Education, Health and Care Plan.
- Work with the child, their teachers, parents, medical and other professionals, and other services such as a Local Authority. We work in partnership with other professionals to listen, find helpful answers and develop a child's provision.
- Connecting and signposting a child and their family to the right people at the right time, to help the child feel comfortable, so that the child can develop and make progress from where they are, and can aspire, articulate and reach their goals.

**The purpose of our SEND policy and information statement is to:**

- set out how our Trust supports and makes provision for pupils with SEND.
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our SEND policy enables us to comply with our statutory responsibilities in the Special Educational Needs and Disabilities (SEND) Code of Practice, and relevant legislation in the United Kingdom as well as to do what is right by the children.

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and Disabilities
- Special Education Needs and Disability Regulations 2014 which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND co-ordination and the school's SEND information report
- The SEND Code 2015 which updates the 2014 SEND regulations with particular regard to progress and outcomes of children with an Education, Health and Care Plan
- Safeguarding Children in Education
- Statutory guidance regarding children educated off site.
- Joint Council for Qualifications: Access Arrangements and Reasonable Adjustments.

This policy also complies with the articles of association, funding and compliance associated with the Leicester Grammar School Trust with respect to the Trust's:

- Child Protection and Safeguarding Policy
- Accessibility Plan
- Anti-bullying Policy
- Admissions Policy
- Equal Opportunities Policy
- Academic and Pastoral Care Policies
- Mental Health Policy

Policies are available to view on the website of each school in the Leicester Grammar School Trust, or on request.

### **Criteria and thresholds of need**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning and interacting than the majority of other pupils of the same age, or
- A disability or a barrier to learning and wellbeing which prevents or hinders them from making use of facilities of a kind generally provided for others of a similar age in mainstream schools.

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

### **The Trust recognises and works with individual need in the four areas of SEND:**

Cognition and Learning need, for example: Dyslexia, Specific Learning Difficulty: Information Processing.

Social and Communication Needs, for example: Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties.

Sensory and/or Physical Needs, for example: Developmental Co-ordination Disorder including Dyspraxia, Attention Deficit Disorders, Hearing impairment, Visual Impairment, Epilepsy, Mobility difficulties.

Social Emotional and Mental Health, for example: the outcomes of bereavement and trauma, eating disorders, low self-esteem and anxiety.

### **Identification and assessment of SEND before entry**

If there are any queries about entry to one of the schools in the Leicester Grammar School Trust, please contact the Trust's Head of Marketing and Admissions.

A pupil is assessed on entry to each of the schools in the Trust. Based on specialist reports or other relevant advice and guidance, reasonable adjustments are made during the entrance process to accommodate a child/young person's normal way of working. The Director of Learning Development may join entrance interviews and be involved at any point in the entrance process in all three schools. With parental consent, and before a decision is made to offer a place, the Trust reserves the right to contact a previous school, or other professionals, where it is considered in the best interests of the child/young person to do so.

We take seriously the offer of a place in one of our schools. Failure to disclose all current needs, or historical needs, jeopardizes the offer the Trust can make and fulfil to a child or young person. It can affect whether the Trust can fulfil its offer of a place or appropriate support after entry. Equally, transparency regarding all applications and offers is maintained between the schools should further applications be made at any time to another school in the Trust.

## **After entry**

Pupil safety, wellbeing, developmental and academic progress are regularly reviewed in all three schools against the pupil's own profile, their progress over time and against pupils of a similar chronological age, for example, by class teachers, in pastoral meetings and after examinations.

A pupil may self-refer or be identified during collaborative working between Learning Development staff and, for example, members of teaching/pastoral staff, the School Nurse, the Well-being Manager or Mentor, the Counsellors. Teachers complete a wide-ranging Initial Identification of Need which is triaged by the Director of Learning Development for LGS, and in liaison with the Head of Learning Development for LGSS and the Head of Special Educational Needs or the Pastoral Deputy Head for LGJS.

A SEND register for each school is published internally no less than twice in an academic year and is kept under regular review. A child or young person on the SEND register is flagged for their area of need and their degree of need, with careful consideration of their presentation, the setting of the school and the level of intervention they will benefit from. In this way, thresholds of SEND need are more readily communicated with other adults in school and the child or young person can experience a parity of provision across and between each school in the Trust. In practice the flag also provides a quick reference for class teachers, new members of staff and visiting professionals and enables consistency of approach between differing functions in the school, such as safeguarding and pastoral care.

The Department records the progress of and support for any pupils with significant learning difficulties or disabilities, and ensures that the schools' admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs.

The Trust encourages parents to raise queries or share information. The Trust strongly recommends partnership working between parents and Learning Development in all three schools. In this way a team around the child can help to ensure appropriate information gathering and pathways, a well-informed assessment of need and best outcomes. The Director of Learning Development leads multi-disciplinary practice across the Trust and signposting to external providers.

### **Provision for SEND may be made by:**

- adapting whole school provision and providing appropriately tailored curriculums within what is reasonable in each setting
- providing teachers and support staff with appropriate advice, guidance and training so that provision for a pupil or young person is appropriate and well-informed; including their admission, their experience of school expectations and discipline, their participation in school trips and visits
- providing observations, screening and assessments from suitably qualified and trained staff in school, currently funded by the Trust
- appropriately qualified and experienced specialist teachers and teaching assistants delivering a wide range of individual and group interventions in the four areas of SEND. Currently funded by the Trust, planned interventions happen throughout the school day, including during lunchtimes and during prep hour after school. Formal support and interventions are provided as opportunities for learning development, before and after any formal diagnosis of need. The purpose and outcomes of support and intervention is kept under regular review in each school.

- by seeking further advice, assessment and support from other professionals in the NHS or from highly regarded private professionals who are well known to the Trust. The Trust facilitates a regular multi-disciplinary forum and calendars regular opportunities with other professionals for specialist assessments.
- by facilitating additional specialist provision where it is recommended by the Trust or an external professional report. The schools regularly host external professionals and providers to work with children and young people. Where parents have given their consent for such intervention, parents are billed for the provision unless it is part of a local authority funded provision.
- by applying to relevant public examination boards for Exam Access Arrangements; arrangements which replicate a child or young person's normal way of working in school and which can be clearly evidenced from in-school teacher evidence and specialist assessment in line with the latest legislation
- by applying to a local authority for additional funding or by inviting parents to supplement the offer of provision required by the child or young person. Both these routes are pursued strictly on an individual basis, at the discretion of the school, with respect to the Trust's duty of care and to enable us to operate in the best interests of an individual pupil or young person.
- by accepting responsibility for and working with a Local Authority to implement an Education, Health and Care Plan where the Trust considers it is within the scope of the school to do so, and where to do so is considered by the Trust to be in the best interest of the pupil or young person.

### **Pupils with SEND educated off site**

Due to their level of need, and via multidisciplinary decision making, a pupil may need specialist provision beyond the school, eg: CAMHS provision or via the Children's Hospital School. The school works closely with the specialist provision during this time, and particularly at points of transition from and returning to school. The purpose is to help the pupil continue to experience connection with our school community and to ensure that we fulfil our responsibility to monitor the pupil's safety and attendance whilst away from us. Where appropriate, liaison about the pupil's curriculum continues. The Director of Learning Development and other Pastoral staff attend and contribute to the multidisciplinary meetings involved for our pupils educated off site.

### **Pupils with English as an Additional Language (EAL)**

Pupils with EAL are a valued part of our community, bringing with them rich diversity and providing an opportunity for us to share their challenges and enable their sense of belonging. All aspects of the SEND Policy equally apply to pupils with EAL.

Our entrance process invites a declaration of languages known and spoken, including the language typically used in the home setting. It is recognised that a pupil may have functional English, be fluently bi/tri-lingual or have no English at all. It is in a pupil's best interests with respect to their wellbeing and academic progress that we are well informed prior to entry. The offer of a place in any one of the schools, and the support we can provide, will be realistic and relevant to the individual. Consideration is given to a pupil's underlying ability, their language development and how they may be expected to progress against the expectations and pathways available in each school.

EAL support is currently funded by the Trust for pupils of all ages in all three schools. This is unless entry is part of an alternative pathway offered by the Trust or in partnership with an external provider facilitating international students' entry to LGS Sixth Form.

### **Provision for pupils with EAL includes:**

- Continuing to ask EAL questions as part of the normal application process. This data is included on the annual data collection form, so that parents can check the information and/or update us of any changes.
- EAL is flagged on the school's information system for any pupil who lists a language other than English as their main language. This cohort then appears on registers, the safeguarding recording system (CPOMS) and assessment grades tracking sheets.
- The progress of EAL pupils is monitored as Year Group data is reviewed each term along with SEND, attendance and other protected characteristics.
- Pupils who have particular needs relating to EAL receive a relevant SEND flag and receive targeted support. A pupil's progress and outcomes are tracked and documented in a similar way to other SEND.
- Staff are supported with EAL needs via strategies on the SEND register, via the Learning Development drop-ins and planned training for all staff.
  
- In EYFS in LGJS and LGSS - language immersion in classroom, teacher/Classroom Assistant support, 1:1 specialist teacher support if appropriate, monitored by Director of Learning Development and Deputy Head Pastoral LGJS.
  
- In the Sixth Form at LGS - as for Years 7-11 LGS. A new entrant coming to LGS having taken their GCSEs in an English school may retake their English GCSE in our Sixth Form. For pupils entering Sixth Form as part of an alternative pathway, self-funded EAL support: timetabled 1:1 and/or small group specialist teacher lessons as part of the weekly timetable, language support in class from a specialist teacher, targeted pastoral support from the Heads of Sixth Form, coaching and monitoring by the Director of Learning Development.

### **Education and welfare provision for pupils with an EHCP**

The Trust supports several pupils with an EHCP, funded hours or additional needs funding across the three schools in line with national legislation for SEND, and local authority provision. Provision for a pupil with an EHCP or additional needs funding in each school in the Trust grows naturally out of the approach that guides the work of the department: a holistic view of the child, rooted in a belief that from child-centred provision and well-tuned care, a pupil can surprise themselves and us with their outcomes.

The Director of Learning Development oversees and coordinates provision for the welfare and educational provision for pupils who may require or have additional needs funding or an EHCP. The emphasis on pupil outcomes is demonstrated in the range of expertise available in the staff team and the close attention given to managing a child's provision. The Director of Learning Development connects and sustains the relationships on behalf of the pupil, with the relevant local authority, parents, teachers, support staff, and other professionals. The Trust has strong processes in place for administering the finance and protocols associated with additional funding and EHCPs.

Learning Development has a track record of compliance and positive outcomes. The department is experienced in identifying and supporting complex need within the Trust, managing multidisciplinary working, securing day-to-day and longer-term positive outcomes, contributing to the transition reviews for pupils with EHCPs moving into the Trust, and developing practice for pupils in our care. Pupils with additional needs funding or an EHCP have a wide variety of learning and wellbeing profiles. All continue their pathway alongside their peers within the school. As for all pupils, they follow a variety of pathways within and beyond the school as they progress into adult life.

We believe that the safety and welfare of pupils comes first. Pupils with additional needs funding or an EHCP have priority status in pastoral care and are flagged in the safeguarding, pastoral and academic processes of the schools. Support staff are experienced in enabling a pupil's voice, as well as noticing and identifying needs and patterns day to day. Effective communication is considered essential, between staff in the department, with parents, teachers, and other professionals. Parents are directed to a link member of staff and receive a regular email update. The needs of pupils with additional needs funding or an EHCP are considered early on in planning for trips, residentials, and activities on site. Designated Safeguarding Leads (DSLs), the Director of Learning Development, Pastoral Leaders, School Nurses and trip leaders maintain regular communication and reflection, for example via the Evolve system.

Day-to-day, a well-qualified and experienced team of staff is responsible for identified pupils. They support pupils with their lessons, the delivery of tailored timetables and bespoke interventions. They maintain regular communication with parents and provide their own and the pupil's contribution to annual reviews. Support staff support the raising of standards in whole-school practice by advocating for the pupil, modelling provision, and challenging barriers to learning and wellbeing. All support staff have regular reflection time with the Director of Learning Development, individually and as a team. Professional development and training are encouraged within the staff team.

The Trust considers each pupil's needs individually and decisions are always taken with the best interests of the pupil at the centre. This may mean that the Trust is unable to support a child or may work in partnership with other professionals to achieve what is required.

## **Staff Training**

Staff in all three schools have access to relevant whole-school training in safeguarding, teaching and learning and pastoral care. Opportunities are taken to include SEND specific training on whole staff inset days and at other times in the school year. Examples include a Sensory Integration training session delivered to all staff, and specialist training for the use of dyslexia-friendly technology offered as additional provision in LGS and LGSS.

Staff within the Learning Development staff team participate in training designed to enhance the skills in the department and enable whole school development to be moved forward. Recent examples are the training of Forest School Leaders and training in other therapeutic practice, training in the assessment and support of Dyscalculia, mental health, autism friendly practice and annually for Exam Access Arrangements.

Teaching staff in each of the schools have access to a broad range of guidance and advice for accessible learning, types of need and for individual pupils. For example,

- updates published at the start of the year
- classroom strategies published on the SEND register

- participating in a pupil strategy meeting
- referring to extended guidance and advice issued by Learning Development
- discussion about pupils with a member of the Learning Development department
- sharing best practice in SEND lunchtime drop ins, weekly
- attending the school's Twilight Training programme to which the Department contributes
- feedback and discussion from work scrutiny and learning walks.

## **Quality and review**

The Department conducts regular monitoring of provision and outcomes, with feedback from the child or young person enabled in a variety of forums. Members of the department are regularly seen in classrooms and around school, available for conversations and interacting with pupils and staff. To support best practice, guidance and advice is provided for Heads of Department in LGS and is issued at the beginning of each academic year. The department operates an open-door policy for all adults and children or young people in school and contributes fully to the co-curriculum offer in each school.

To fulfil our vision and aims for children and young people, we use reflective practice, coaching and mentoring approaches to underpin our practice at every level of our work in the schools. All members of staff in the Learning Development department have regular supervision meetings with their line manager. All members of the Department are included in the Trust's development review programme. The work of the Department is reviewed every three years as part of the Trust's commitment to the statutory and regulatory requirements of legislation and the Independent School's Inspectorate. A summary of the review and action plan is included in the annual SEND Information Report to the Trustees, which in turn informs Trust-wide and department development plans.

## **Data protection**

The department is data protective and takes precautions to safeguard the confidentiality of a child's information and SEND data. The Trust, and therefore the department, upholds statutory regulations for the use, transfer and storage of a child's information and data, including professional reports and records. In day-to-day practice, for example, this means that we use protected electronic systems in school and follow safe accepted protocols for sharing and transferring information between ourselves and other professionals. Paper copies are only available from the Director of Learning Development, whether in current use or in the Trust's archive. The storage of all paper documents is time limited, in line with statutory regulations.

## **Policy Development and Implementation**

This policy was developed as part of the statutory responsibility of the Leicester Grammar School Trust and was informed by the regular review of Learning Development provision in the Trust.

The consultation group included Trustees, the Headmaster and Principal, the Head of Learning Development in LGSS, Learning Development teachers, Designated Safeguarding Leads, Senior Leaders, School Nurses, Pastoral Leaders and Heads of Department, pupils, and other specialist providers.



This policy is published on the school websites of the Leicester Grammar School Trust for reference by parents, pupils, teachers and other stakeholders and is also available on request.

The ongoing development and implementation of this policy is the responsibility of the Director of Learning Development, reporting to the Headmaster and Principal of Leicester Grammar School Trust and the Director of Finance and Operations.