



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-school 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 mental health, learning and interactions;
- 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, support and recommendations for quality-first teaching and pastoral care, working with your child's teachers.
- Keep an open mind and maintain our professional curiosity to seek and find solutions with your 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 your child's learning, pupil meetings and pathways, so that your child's voice is heard and so that your child's best interests shape the thinking and outcomes around them. This approach includes the child's learning and aspiration, 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 your child's individual needs ahead of entry or after entry. We will request your child's permission, or the permission of their parent(s) or carer(s) to speak to, work with and share information with your child's previous school/s, and other professionals and medical professionals who have been involved with your child.
- We will keep safe your child's information and records that relate to your child, using our electronic system and locked storage.
- Develop and train our team of staff so that our qualifications, knowledge and skills enable us to deliver safe practice, well-tuned to your child's needs.

- Offer an open door and calm spaces that enable your child to benefit from appointments and lessons for listening, learning, reflection and regulating.
- Provide early observation, screening and assessment for all areas of SEND, EAL and, where appropriate, for Exam Access Arrangements (EAAs).
- Make an appropriate offer to your child: using one-to-one or small group provision: listening, teaching, coaching and therapy-based approaches, with adults they are familiar with, recording your child's progress and outcomes; offer inclusion timetables; support and signpost for your child's continued learning at home; provide for Exam Access Arrangements. Where your child's needs meet the required threshold, we will pursue funded support via an application for Local Authority funding; Local Authority funding includes support from county council specialist teaching services, additional needs funding or an Education, Health and Care Plan.
- Work in partnership with your child, their teacher/s, parents, medical and other professionals, and other services such as in a Local Authority.
- Connect and signpost your child and your family to other health, education or care services at an appropriate time, so that your child can feel comfortable, develop and make progress from where they are at; and can aspire, articulate and reach their potential.

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:

- 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 SEN 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.

Within an inclusive approach, the total offer of places for pupils with SEND is subject to reasonable limit across the three schools in the Leicester Grammar School Trust; namely, that at any one time, the Trust must be able to ensure safe practice and the best outcomes for all pupils with SEND. This will be at the reasonable discretion of the Director of Learning Development and the Head of each school.

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.

A pupil may self-refer or be identified with need by any adult in school. Pupil needs are triaged and appropriate pathways of support are opened from Learning Development; including Medical and Pastoral support where appropriate.

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 developmental profile, their current presentation and the support being offered, 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 the pupil and other adults. The approach helps to ensure equity of provision within and between each school in the Trust; and it promotes consistency of approaches between differing functions in the schools, 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 and/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 during and after admission is appropriate and well-informed.
- Providing observations, screening and assessments from suitably qualified and trained staff in school, currently funded by the Trust
- Appropriately qualified and experienced specialist teachers, teaching assistants and therapeutic practitioners 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

- 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
- 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
- Applying to relevant public examination boards for Exam Access Arrangements; arrangements which can be clearly evidenced from in-school teacher evidence and specialist assessment with a Leicester Grammar School Specialist Teacher-Assessor from year 9 upwards, in line with the latest legislation that the adjustment is also the pupil's normal way of working. Some applications for adjustment also require medical evidence.
- Supplementing the offer of provision based on a pupil's needs. The Trust reserves the right to charge parents for additional 1:1 curriculum support which falls beyond the remit of normal classroom provision. The Trust accepts responsibility for working with a Local Authority to implement Local Authority funding where appropriate. Additional funding, whether from parents or from a Local Authority is pursued strictly on an individual pupil basis, at the reasonable discretion of the Director of Learning Development and the Head of each school. Our purpose is to fulfil the Trust's duty of care and to enable us to deliver in a pupil's best interests.

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: an educational facility, CAMHS provision or via the Children's Hospital School. The liaises 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 pupils' 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.
- On entry to Kinders and Reception in LGJS, and Reception in LGS-Stoneygate, all children complete a language screener and, where needed, suitable intervention activities to support bringing their language understanding and acquisition in line with age-related expectations. This includes our EAL pupils. We continue to assess language levels on entry, in the same way, with new arrival pupils into Year 1 to Year 6 who are EAL.
- 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 advice and guidance from the Learning Development Department, classroom 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. In LGJS provision is monitored by the Foundation Stage Lead, the Pastoral Deputy and the Head of Learning Support. In LGS-Stoneygate provision is monitored by the Foundation Stage Lead and the Head of Learning Development.

- 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 pupils with an EHCP or other Local Authority funding and support across the three schools, in line with national legislation for SEND and Local Authority provision. Provision for a pupil grows naturally out of the approach that guides the work of the department: a holistic view of the child's developmental profile and purposeful child centred provision.

The Director of Learning Development oversees and coordinates provision for the welfare and educational provision for pupils who may require or have Local Authority funding. The emphasis on pupil outcomes is demonstrated in the range of qualifications and expertise available in the

department and the close attention given to managing a child's provision. The Trust has strong processes in place for administering the finance and protocols associated with additional funding.

Learning Development has a track record of compliance, a culture of development and positive outcomes. The department is experienced at: identifying and supporting complex need within the Trust, managing multidisciplinary working, sustaining child-centred approaches to secure the best immediate and longer-term outcomes. contributing to the transition reviews for pupils with Local Authority funding and delivering innovative and therapeutic practice for pupils in our care. Pupils with additional funding 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.

Day-to-day, a well-qualified and experienced team of staff is responsible for identified pupils. They support individuals with observations, teacher recommendations, the delivery of tailored timetables and bespoke interventions. They maintain regular communication with parents and provide their own and the pupil's contribution to progress reviews. By advocating for the pupil, modelling provision and challenging barriers, the department continues to promote whole school academic and pastoral development. Regular reflection and training are encouraged within the department.

The Trust considers each pupil's needs individually and decisions are made keeping the best interests of the pupil at the centre. This may mean that the Trust is unable to support a pupil or may need to work in partnership with parents and/or 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.

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.

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.

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Quality and review

The Department conducts regular monitoring of provision and outcomes, with invited feedback from the child or young person. Members of the department are regularly seen in classrooms and around school, available for conversations and interacting with pupils and staff. The department operates an open-door policy for all adults and pupils in school and contributes fully to the wider life of the school via staff training and the co-curriculum offer.

The department has a strong ethos and culture of reflective practice and coaching. Collaboration is encouraged within and beyond the department. Learning Development staff 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 by the Director of Learning Development 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, the Head of Learning Support in LGJS, 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 Leicester Grammar School Trust website 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.