



Pate's Grammar School

Special Educational Needs and Disability Policy

The SEND Policy and School SEND information Report should be read in conjunction with each other. The SEND information report is available for parents/carers on the school website.

Approved by: Full Governing Body

Date: March 2026

Next review due by: March 2027

Contents:

1. Introduction
2. Statement of Intent
3. Definition of Special Educational Needs
4. Roles and Responsibilities
5. Identification and Provision
6. Staff training and Development
7. Resources
8. Complaints
9. Monitoring
10. Attendance
11. Safeguarding
12. Policy Reviews

Aims

The SEND Policy and School SEND information Report should be read in conjunction with each other. The SEND policy sets out our duties and intentions in supporting students with SEND at Pate's.

The School Information Report sets out to provide more detailed information for parents/carers on how we implement the Policy and how we support students with additional needs on a day-to day basis.

1. Introduction

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy has also been based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care



(EHC) plans, SEN coordinators (SENDCos) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

Pate's Grammar School is an academically selective school. Entry arrangements are set agreed by the Governors and set out in the School's Admissions Policy which can be accessed [here](#). Provided the agreed criteria are met, and the Governors are satisfied that the school can provide a high standard of education, and any specific additional needs can be met, no student will be denied a place at the school on the grounds of having an identified special educational need and/or disability (SEND).

The School Governors recognise and accept their obligation to provide a broad, balanced, challenging and inclusive curriculum for all our students. This policy is in keeping with the school's ethos and aims, its curriculum policy and its policy on equality and diversity. In ensuring a programme of SEND provision the Governors comply with the relevant legal requirements. These include the SEN and disability Code of Practice 2015 for 0 – 25 years on the identification and assessment of SEND and the [Equalities Act 2010](#).

2. SEND Statement of Intent

At Pate's we are committed to nurturing excellence, providing equality of opportunity and access to learning for every student to fulfil their potential no matter what their needs. We aim to provide a secure and accessible environment in which all our students can flourish and be valued. Our students with SEND access our full curriculum, which is ambitious, broad, balanced and rigorous; it is also flexible and student-centred to allow for individuals who need an adjusted timetable with additional support. We have high aspirations for all our students and a strong focus on improving outcomes for every student, within a culture of inclusion, acceptance and support.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life. Our teaching staff are committed to inclusion and delivering Quality First Teaching (high quality teaching) to every student.

The school ensures that equality of opportunity is available to all members by creating an environment which actively helps and encourages all students including those with SEND to:

- challenge themselves to achieve their personal best in whatever they are doing, and to develop confidence in themselves as people.
- enjoy their learning, to work effectively and to take increased responsibility for their own development.
- acquire the attitudes, skills, knowledge, and qualifications necessary for success in their chosen paths in life and to take full part in the life of their communities.
- behave appropriately and with sensitivity towards people and the environment and to learn to work with and for others.
- make the most of the opportunities available to them, both within and outside the classroom.

3. Definition of Special Educational Needs and/or disability

A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made.

A student has a learning difficulty or disability if they:

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

Special educational provision means educational or training provision, which is in addition to, or different from, that generally provided for students of the same age in a mainstream school.

4. Roles and Responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is Mrs Joanna Kurlbaum: jkurlbaum@patesgs.org

The SENDCo will:

- Work with the Senior Leadership Team and the SEN Governor to determine strategic development of the SEND Policy and SEND provision within the school.



- Oversee the day-to-day implementation of the SEND Policy and the coordination of provision for individual students with SEND, including those with EHCPs.
- Provide professional guidance and liaise with colleagues, parents/carers, students, and external agencies to ensure that students with SEND receive appropriate support and quality first teaching.
- Advise on the consistent graduated approach to providing SEND support.
- Co-ordinate updates and amendments to Student Support Passports (SSP), My Plans and My Plan+.
- Oversee the records of students with SEND and hold annual reviews for students with EHCPs.
- Contribute to the whole school's professional development.
- Oversee and liaise with Teaching Assistants.
- Oversee Student Support Services, including SEMH targeted support.
- With the headteacher and teaching staff identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual students.
- Be the point of contact for external services for students with SEND such as Local Authority support services, Health, and Social Services.
- Liaise with previous and next providers of education and parents/carers of students with SEND to ensure smooth transition between settings.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.



- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

SEND Governor

The SEND Governor is Ms Laura Bromberg – LBromberg@patesgs.org

The SEND Governor will:

- Help raise awareness of SEND issues with the Governing Body.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Governing Body will:

- Ensure that provision for students with SEND is of a high standard.
- Ensure that a designated Governor is identified, who will take responsibility for assuring the quality of SEND provision as part of the School Development Plan.
- Be familiar with and adhere to the SEND Code of Practice and the Equality Act 2010.
- Ensure that students with SEND are fully involved in school activities.
- Make sure that the school has arrangements in place to support any students with medical conditions.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Monitor and review the SEND Policy regularly.
- Determine their approach to using their resources to support the progress of students with SEND.

Assistant Headteacher of SEND

The Assistant Headteacher with responsibility for SEND will:

- Work with the SENDCo, Head Teacher and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have responsibility for, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students.
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Head Teacher

The Head Teacher's responsibilities include:

- Working with the SENDCo, AHT of SEND and SEND Governor to determine the strategic development of the SEND Policy and provision in school
- Making sure that the SENDCO has enough time to carry out their duties
- Overall responsibility for SEND provision and the progress of students with SEND, and their progress.

Teaching Staff:

All teaching staff are teachers of SEND students.

Teaching staff are responsible for:

- Regularly identifying students who are on the SEND register, and recognising different coded needs (e.g., K = SEND, C = Cause for Concern, P* = Pastoral Concern, E = Educational Healthcare Plan).
- Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach.
- Being aware of the school's procedures for identification and assessment, and subsequent provision, of students with SEND.
- Liaison and collaboration with the SENDCo and Teaching Assistants to ensure appropriate and high-quality teaching and support.
- Following the advice on the Student Support Passports (SSP) to make reasonable adjustments to their teaching to consider the needs of these students.
- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision.
- Work with the SENDCo to assess the impact of support interventions and how they can be linked to classroom teaching.
- Ensuring they are aware and follow the SEND policy.
- Communicating with parents/carers.
- Regularly monitor and review SEND students through a model of Assess, Plan, Do, Review.

The students:



Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions.

A student's views will be considered in making decisions that affect them, whenever possible.

5. Identification and Provision

The SENDCo and teaching staff will identify, for each SEND student, the particular area of special need, using the [Local Authority's guidance](#) and the SEND Code of Practice Information for Practitioners.

The SEND Code of Practice recognises that students' needs fall into four broad areas:

- **Communication and Interaction**, e.g., Autism Spectrum Conditions and speech and language difficulties
- **Cognition and Learning**, e.g., Specific learning difficulties (SpLD), Dyslexia, processing speed difficulties
- **Social, Emotional and Mental Health**, e.g., ADHD, Mental Health Difficulties
- **Sensory and/or Physical Needs**, e.g., physical disabilities, medical conditions, visual impairments, hearing impairments,

In many cases, students have needs which fall across a number of areas and these needs may change over time. Support will be developed and adapted to meet a student's individual needs.

Identification

Some students join Pate's with SEND needs already identified. In these cases, information is gathered from previous settings, professionals, students, and parents/carers through information sharing procedures, transition meetings and extra transition visits when appropriate.

Identification of students with SEND is a priority. We aim to identify needs as early as possible through:

- Regular monitoring and assessment cycles which occur throughout the year to identify students whose progress is significantly lower than that of their peers, or is not matching their previous rate of progress.
- Evidence from teacher observation and in class assessment.
- Reports or observations from other professionals.
- Records from previous schools.
- Information and concerns from parents/carers or the student.
- Appropriate screening tools or assessments carried out by the SENDCo or the school's Qualified Specialist Assessor.
- Close liaison with pastoral systems to monitor students on the Pate's SEMH graduated pathway, who have been assigned a proactive Pastoral Plan prior to reaching SEND status.

Identification of SEND may include areas other than academic attainment, for example social and emotional needs. Slow progress and low attainment will not necessarily mean a student is identified and recorded as having SEND. When deciding whether a student requires special educational provision, we will assess whether the student requires support above and beyond high quality, adaptive teaching to meet desired outcomes. Parents/carers and students' views will be included in this decision-making process.

Provision

The Graduated Approach

Teachers, Heads of Year, SENDCo and the Senior Leadership Team are responsible for tracking the progress of students with SEND. The SENDCo will maintain a SEND Register and, where appropriate, Student Support Passports and My Plan/My Plan Plus documents for individual students, and will follow a cycle of **Assess, Plan, Do, Review**.

Assess: Identifying the need and desired outcomes.

Plan: Adjustments, interventions and support will be agreed, and advice given on support and teaching strategies via a Student Support Passport and/or My Plan, depending on the level of need.



- Do:** The class teachers will remain responsible for working with the student on a daily basis and will implement the advised strategies through high quality teaching. Any agreed interventions will be carried out and monitored.
- Review:** Effectiveness and impact of interventions and support will be reviewed and evaluated, Support may be revised in light of the student's progress and development, and new outcomes and support will be decided in consultation with the parents/carers and the student.

Parents/carers and students will be involved in this process of reviewing and monitoring provision and progress. External professionals may also be involved where appropriate.

Once a student is identified as having SEND, Pate's will put appropriate support in place and make reasonable adjustments to remove barriers to learning and access to the curriculum.

The main methods of provision at Pate's are:

- Full access to the school curriculum and Quality First Teaching (high quality teaching) and appropriately adapted strategies for learning to meet students' needs in the classroom, following advice provided through Student Support Passports (SSP).
- Some students may need in class support from teachers and/or teaching assistants.
- A small number of students may require specific targeted intervention outside of the classroom with teachers, academic tutor, SENDCo or teaching assistant.
- A small number of students with SEND may still struggle despite receiving high quality teaching and for these students the SENDCo may consider requesting professional advice from various external agencies. Students with external agencies may have a My Plan + to provide holistic support.
- For the few students with very complex SEND needs, who continue to have difficulties accessing learning and require an exceptionally high level of support, there may be a need to seek a Statutory Assessment through the Local Authority and the outcome may result in the provision of an Education, Health and Care Plan (EHCP). The possibility of seeking an assessment would be discussed with parents/carers, Educational Psychologist and/or Advisory Teacher.



6. Staff Training and Development

It is school policy to provide appropriate training for staff as required. This might take the form of in-school training sessions for individuals or groups, delivered by the SENDCo, other school staff or external agencies. Teaching Assistants' requirements in supporting students' needs are considered frequently. Special needs issues are regularly covered at whole school staff meetings and pastoral meetings. From these, training needs are identified and planned accordingly. The Governing Body will similarly review training needs.

7. Resources

The Director of Finance, Deputy Head with responsibility for SEND and the SENDCo are responsible for the allocation of resources to support SEND students. The cost of resources is met from within the school budget, as well as any top-up funding that comes to the school via a Personal Budget connected to an Education, Health and Care plan. Resources are allocated according to individual need.

Links with other agencies and support services:

External agencies can make an important contribution to identifying, assessing and making provision for students with SEND. Where appropriate, professionals from the following support services may be involved with students with SEND.

- Educational Psychologists
- CAMHs
- Medical Professionals
- Speech and Language Therapists
- Advisory Teaching Service
- Occupational Therapists
- Counsellors
- Physiotherapists
- Hearing or Visual Impairment services

8. Dealing with Complaints

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure [that can be accessed here](#). If necessary, continued failure to



resolve concerns will lead to a referral to an independent mediator to access support and advice.

9. Monitoring

The implementation of this policy is the responsibility of all staff, under the guidance of the Headteacher, Assistant Head of SEND and SENDCo. It is monitored and reviewed in line with Government legislation and Local Authority recommendations and is reviewed annually by the Governing Board.

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps.
- Carrying out the review stage of the graduated approach in every cycle of SEN support.
- Using student questionnaires.
- Monitoring by the SENDCo.
- Seeking feedback from teaching staff.
- Holding annual reviews for students with EHC plans.
- Getting feedback from the student and their parents/carer.

10. Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other students and therefore the attendance ambition for these students is the same as it is for any other students. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

11. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.



For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

12. Policy reviews

The SEND policy is reviewed on an annual basis by AHT of SEND.

13. Links with other Pate's policies

You can access all these policies via our website [School Policies](#)

Accessibility Policy

Admissions Policy

Anti-bullying Policy

Attendance Policy

Complaints Policy

Child Protection and Safeguarding

SEMH Policy

Supporting Students with Medical Conditions

Exam Access Arrangements

Word Processor Policy