

Special Educational Needs and Disabilities (SEND) Policy

Ramsey Grammar School



Approved by: SLT and Governors

Last reviewed on: February 2023

Reviewed by: Josie Corrin

Contents

1. Aims and objectives
2. Vision and values
3. Legislation and guidance
4. Inclusion and equal opportunities
5. Definitions
6. Roles and responsibilities
7. SEND Register
8. Our approach to SEND support
9. Expertise and training of staff
10. Links with external professional agencies
11. Admission and accessibility arrangements
12. Complaints about SEND provision
13. Monitoring and evaluation arrangements
14. Links with other policies and documents

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Support and make suitable provision for students with special educational needs and disabilities
- Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
- Help students with SEND fulfil their aspirations and achieve their best
- Help students with SEND become confident individuals living fulfilling lives
- Help students with SEND make a successful transition into adulthood
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

Children and young people identified with Special Educational Needs and Disabilities (SEND) are to be educated in mainstream, in their catchment school, alongside children who do not have SEND so far as is reasonably practicable and compatible with:

- Parental wishes
- The child's age, aptitude, and ability
- The efficient education of other children
- The efficient use of resources

At Ramsey Grammar School we aim to ensure that:

- Reasonable steps are taken to ensure early identification and assessments of any Special Educational Needs and Disabilities (SEND) a student may have
- Students with SEND experience the inclusive quality first teaching, and have access to quality support, interventions and provision as needed
- Support and provision are provided in a graduated response to need
- Parents have access to suitable information, advice, and guidance with regards to the school's SEND policy, procedures, services, and provision arrangements
- The views, wishes and feelings of young people identified with SEND and their parents/carers, are considered
- Parents are to be fully involved in any decisions regarding the additional provision, support or assessments proposed for their child
- Reaching an agreement with parents regarding effective provision to meet a young person's SEND rather than creating a tribunal or appeals procedure to enforce one view over another, is the preferred way of working and the usual working practice
- We will raise awareness amongst staff of students' needs so that learning differences are noted as soon as possible, and teaching adjusted accordingly
- We will provide staff with suitable training where required
- We will engage other professional services where appropriate to give students opportunities to take part in all aspects of the school's provision, as far as is appropriate and practicable.
- We will identify, assess, record, and regularly review students' progress and needs and the effectiveness of any interventions, e.g. via school assessment policy and classroom observations

2. Vision and Mission

At Ramsey Grammar school we will provide all students with access to a broad and balanced curriculum.

Vision – We strive to deliver **excellence for all** in a community where students become independent, confident and are motivated to develop their full potential.

Mission – We provide a broad, balanced, challenging and creative **curriculum** taught with the most up to date **pedagogical approaches** in focus in our delivery. We give the students **opportunities** to achieve **excellence** and to develop the essential academic, personal, and social skills they will require for the future.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

- [The IOM special needs policy 2019](#) [IOM children and families act](#)
- [The IOM equality act](#)
- The [IOM school admissions- secondary](#)

4. Inclusion and equal opportunities

At Ramsey Grammar school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We are committed to helping every student, irrespective of background, to access a high-quality education which meets their ability, interests, and aspirations and which enables them to enjoy success in their learning. We recognise that some students may require more support than others and we aim to plan accordingly.

This policy has regard for students with needs which require provision that is different from or additional to that made generally for students of the same age. This includes those with emotional or learning difficulties, a disability, or medical needs.

Barriers to participation and learning take many forms:

- physical access problems
- significant medical or care needs
- sensory impairment
- difficulties in accessing the curriculum
- social and emotional difficulties
- attendance issues
- culture and language
- Family breakdown or other welfare issues
- More able

The above is not meant to be an exhaustive list but merely to show the range of challenges some of our young people face in accessing education.

5. Definitions

5.1 Special educational needs

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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

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

5.2 Disability

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of students with SEND are grouped into 4 broad areas. Students may have needs that cut across more than 1 area, and their needs may change over time.

When planning suitable provision, support and interventions for students with SEND, the four areas of need are carefully considered to ensure a smooth continuum of learning and inclusion.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

Roles and Responsibilities

The school's Governing Body and Leadership Team will ensure that SEND provision is an integral part of the school development plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND students.

The Assistant Headteacher has overall responsibility for the management of the school's provision, assisted by the Special Educational Needs Co-Ordinator (SENCO)/Deputy SENCO, Heads of Year, and other key pastoral staff. They will meet regularly to review students' progress to intervene as early as possible with appropriate support.

The Special Educational Needs Co-Ordinator (SENCO)/Deputy SENCO are responsible for overseeing the day-to-day operation of the school's SEN policy. They will:

- Maintain the school's SEND register
- Work closely with parents and outside agencies, including primary schools and next providers of education, to ensure a smooth transition
- Co-ordinate the provision for students with special educational needs as identified at primary level and following entry to secondary school
- Provide staff with up-to-date information about students, including best individual learning practice
- Monitor the quality of teaching and learning for students with SEN and their subsequent progress
- Manage teaching assistants, including training needs and professional development

Subject teachers and form tutors are responsible for:

- Including students with SEN in the classroom
- Providing an appropriately differentiated curriculum
- Deploying Teaching Assistants to help students reach or exceed the expected level of progress
- Referring students who they suspect of having a previously unidentified special educational need to the Student Services and Support department for further investigation

6.4 The headteacher

The headteacher or headteacher's delegate will:

- Work with the SENCO, Deputy SENCO and determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the IOM Equality Act 2017 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's SEND budget and any additional funding to support individual pupils
- Make sure that the SENCO and Deputy SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO and Deputy SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO and Deputy SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the SENCO, Deputy SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with data, and use these to reflect on and reinforce the quality of teaching

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given reports on the student's progress

The school will consider the views of the parent or carer in any decisions made about the student

6.7 The Student

Pupils 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 pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND Register

SEND Register

At Ramsey Grammar School students who require additional support and provision are recorded in the SEND Register and this is identified through a graduated response to need:

Record of Concern – ROC - When a teacher begins to have concerns regarding the progress of a particular student despite high-quality differentiation in class.

Additional Support (Previously School Action – SA) The triggers for intervention through Additional Support could be the teacher's or others' concerns, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which results in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Additional Support Plus (Previously School Action Plus – SA+) The triggers for intervention through Additional Support Plus could be the teacher's or others' concerns, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at Additional Support have had little or no impact on learning or progress

Complex Learning Needs (Previously Higher-Level Needs – HLN) While the needs of the majority of students will be met from within the RGS's own resources, some students will have a higher level of need. At this level of need students will require support from a range of agencies in addition to education or require education in a specialist setting.

Criteria for Exiting the SEN Register

Having carried out the graduated approach using appropriate interventions, progress is reviewed. If sufficient progress has been maintained over a period, a student may be removed from the SEN Register if they no longer meet the criteria within the definition of SEN.

8. Our approach to SEND support

The school's core curriculum is inclusive and differentiated and thereby allows students to achieve their potential without additional support. However, there are sometimes circumstances in which additional/different action is needed if students with SEND are to make progress. In these cases, decisions will be made as to what resources, targets and actions are most appropriate to meet the needs of the student.

Ramsey Grammar School will ensure that all our resources will be used effectively and efficiently to meet the needs of all students.

Ramsey Grammar School recognises the graduated response process. This recognises that all children learn in different ways and can have different types and levels of special educational needs. The graduated response means that step by step an increase or decrease in individualised and targeted support is provided to meet the child's needs and support their development in all areas.

8.1 Identifying pupils with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at Ramsey Grammar School. All students will sit CAT4 and reading assessments. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly lower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO or Deputy SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a student is recorded as having SEND

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies

- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

Ramsey Grammar School will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents if it is decided that a student will receive special educational provision.

8.3 The graduated approach to SEND support

Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENCO or Deputy SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the SENCO/Deputy SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our SIMS information system

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO or Deputy SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem-solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO/Deputy SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

8.4 Levels of support

School-based SEN provision

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the students' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

Education, Health and Care (EHC) plan

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget

8.5 Evaluating the effectiveness of SEN provision

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

- Reviewing the students' individual progress at regular data-gathering points
- Reviewing the impact of interventions after appropriate periods of time
- Using student voice and questionnaires
- Monitoring the effectiveness of the SEND provision by the SENCO/Deputy SENCO
- Holding annual reviews
- Tracking students' progress in mainstream and support lessons
- Receiving feedback from outside agencies and professionals
- Receiving feedback from parents/carers

9. Expertise and training of staff

At Ramsey Grammar School we have a purpose-built “Student Services & Support” (SS&S) area providing specialist intervention with an approach to supporting the “whole child”

Student Services and Support (SS&S) enables students to receive a support package specialising in a high-impact provision linked to their needs and mainstream requirements.

SS&S is an area within the school that focus on support for all, whilst driving forward an inclusive environment that ensures all students get the opportunity to succeed.

Students may transfer from primary school with some of their timetable already assigned to SS&S, whilst others may be referred at a later stage of their education, if Head of Years feel that they may benefit.

SS&S is led by a team of experienced individuals led by the Assistant Head Teacher, the SENCO and Deputy SENCO

At Ramsey Grammar School we have an experienced team of Education Support Officers who will:

- Take responsibility for the daily care and needs of students identified as needing additional support along with enabling them access to the curriculum, to facilitate independent learning and to promote inclusion.
- Generally, carry out a variety of roles and these roles may vary between classes, subjects, key stages and even schools.
- Will be asked to support individual students, others to support the whole class or groups within the class.
- The focus of support maybe on academic progress or behaviour or both.
- Provide administrative support, technical support or be involved in pastoral care.
- Support exam access arrangements which may involve reading, scribing or both for students.

Training will regularly be provided to teaching and support staff. The Assistant Headteacher, the SENCO and Deputy SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it will not be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Isle Listen
- Education Liaison Officer
- Pathways for Children with Illness

- Listening Service
- Children's Centre
- Education Support Centre
- Young Carers
- Cruse
- MOTIV8
- Police
- Mental Health First Aiders

11. Admission and accessibility arrangements

11.1 Admission arrangements

Ramsey Grammar School Transition from Primary School Framework

Term 2 (January to March/April)

- During the second term, the RGS SENCO/Deputy SENCO may wish to request SEN information from Primary Schools. This information should be available around Easter when the Primary SENCOs will have updated their SEND Register.
- RGS SENCO/Deputy SENCO may also contact their Primary counterparts during this term to get a 'Heads up' on SEND. They may visit the Primary Schools and make themselves known to the students.
- RGS SENCO/Deputy SENCO will be invited to the transitional reviews and be part of the transitional planning process.

Term 3 (April to July) – implementing and sharing information

- The focus in term 3 is in relation to the implementation of transitional plans and the transfer of information (files) from Primary to RGS.
- Transitional plans should be implemented – school visits, shared visits, transitional programmes etc.

Review Process

It is the Primary SENCOs responsibility to plan the transitional review. This entails contacting parents, school staff and involved agencies. Invitations may need to go to (they should be given the opportunity to attend if they judge appropriate):

- Parents and carers
- Student (for part of the meeting if deemed appropriate. If not, information about the students view should be elicited prior to the review and presented as part of the review process.)
- Class Teacher
- RGS SENCO/Deputy SENCO or another appropriate member from RGS
- Educational Psychologist
- Any DEC staff involved with the student
- Social worker, particularly if the student is looked after
- Speech and language therapist
- Physiotherapist
- Occupational Therapist
- CAMHS

If possible, 4 weeks' notice of the meeting should be given. In preparation for the review meeting, the Primary SENCO will need to gather information

At the meeting a Year 6 Transition plan should be prepared covering:

- Arrangements for pre-admission visits - additional to those normally arranged
- Any SEND and disability issues, such as steps that will be necessary to ensure full participation in School life (i.e. the 'reasonable adjustments' that may be necessary)
- Arrangements for staff training and awareness-raising
- Medication arrangements
- Identification of any risks and measures to avoid or minimise these.
- Arrangements for home/school communication
- Support arrangements following transfer, such as the nomination of a 'key teacher' for individual support and monitoring
- Arrangements for any continued involvement of the specialist agencies.
- Arrangements for parental involvement
- Reports and other information are to be made available to the secondary school
- Arrangements for monitoring and review following transfer
- Any additional resources needed
- The Year 6 Transition Plan should be written up as soon as possible after the meeting and circulated to parents, relevant staff in the two schools and the specialist staff from outside agencies.

Specialist Provision Centre

The transition process for Specialist Provision Centre students follows a similar framework to mainstream SEND students in terms of planning and review. However, due to the complex and often profound needs of unit students, the transition process can differ to reflect individual needs.

Main differences:

- Although most young people transfer to their catchment secondary school, in very complex cases consideration is given to the placement that best meets their need. This is coordinated by the SEN Adviser and an out-of-catchment placement may be recommended by the DESC.
- Timings of review and transition may vary. For some students, placement, preparation, and initial staff visits start as early as Year 5. For other SPC students, most of the review, planning and transition visits are in Year 6.
- All SPC Managers have access to BSquared assessment data for all students placed in units, therefore secondary SPC managers already have an overview of students' abilities before any formal transition process begins.

Primary SPC to Ramsey Grammar School SPC transitions are clear and can be planned and projected many years in advance. On occasions, a RGS SPC setting must be considered for a student who has had their provision in a mainstream primary setting. It is helpful if primary SENCOs can highlight any students who may require a SPC placement as soon as possible in Year 6 and contact the RGS SPC Manager.

11.2 Accessibility arrangements

Ramsey Grammar School has taken all necessary steps to enable all students, regardless of any disability, to fully access the building and classrooms within the building. This has been achieved by making reasonable adjustments to improve the physical environment so that students can take better advantage of the education and facilities provided by the school

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the form tutor.

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/Deputy SENCO in the first instance.

They will be handled in line with the school's complaints policy

If the parent or carer is not satisfied with the school's response, they can escalate the complaint by contacting The Headteacher.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Student's progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

13.2 Monitoring the policy

This policy will be reviewed every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEND Register
- Behaviour Policy
- Attendance Policy
- Safeguarding / child protection Policy
- Teaching and Learning Policy
- Complaints Policy
- Curriculum Protocol

At RGS we hold very strongly the belief that all young people who have special educational needs should have those needs identified, described, and met so that through their education and other experiences they

may take their place as a full and valued member of society with qualifications and employable skills for the workplace