



# Special Educational Needs and Disabilities (SEND) Policy

Ramsey Grammar School

<b>Approved by:</b>	RGS Governing Body	<b>Date:</b>	December 2025
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## 1. Vision and Values

Ramsey Grammar School is committed to providing an inclusive, supportive and nurturing environment in which every learner belongs, is valued, and is able to achieve their full potential. In line with the Isle of Man Inclusive Education Policy (October 2024), we believe that diversity enriches our school community and that all learners have the right to access a broad, balanced and ambitious curriculum within a mainstream setting wherever possible.

Our approach is needs-based, meaning that support is provided in response to a learner's individual needs and circumstances rather than being dependent on a formal diagnosis.

We aim to: -

- Identify and remove barriers to learning and participation.
- Promote equality of opportunity and celebrate diversity.
- Ensure that students with SEND can engage in all aspects of school life alongside their peers.
- Build capacity among staff to deliver high-quality inclusive practice.
- Work collaboratively with parents, carers, external professionals and the wider community to meet each learner's needs.

At Ramsey Grammar School, our motto “**Invest, Believe, Achieve Together**” reflects our commitment to creating an inclusive, ambitious, and inspiring learning community where staff and students work collaboratively to achieve excellence, foster personal growth, and live by our core values of **Responsibility, Growth, and Success** in all aspects of school life.

## 2. Legislation and Guidance

This policy is supported by:

Isle of Man Inclusive Education Policy (DESC, October 2024) -  
[https://desc.gov.im/media/fqgnqvdo/inclusive-education-policy-october-221024-v10\\_compressed.pdf](https://desc.gov.im/media/fqgnqvdo/inclusive-education-policy-october-221024-v10_compressed.pdf)

Education Act 2001 (Isle of Man)

[https://www.legislation.gov.im/cms/images/LEGISLATION/PRINCIPAL/2001/2001-0033/2001-0033\\_7.pdf](https://www.legislation.gov.im/cms/images/LEGISLATION/PRINCIPAL/2001/2001-0033/2001-0033_7.pdf)

Equality Act 2017 (Isle of Man)

[https://www.legislation.gov.im/cms/images/LEGISLATION/PRINCIPAL/2017/2017-0005/2017-0005\\_10.pdf](https://www.legislation.gov.im/cms/images/LEGISLATION/PRINCIPAL/2017/2017-0005/2017-0005_10.pdf)

Isle of Man DESC Guidance on Additional and Special Educational Needs

<https://desc.gov.im/education/education/additional-educational-needs/>



### 3. Inclusion and Equal Opportunities

- **Belonging and Participation** – every learner at RGS is a full member of our school community and is given the opportunity to participate in all aspects of school life. 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.
- **Supportive learning environment** - where every teacher at RGS is recognised as a teacher of students with SEND.
- **Early and Universal Support** – inclusive practice begins at RGS with quality-first teaching and early intervention. We aim to ensure early identification of pupils with SEND and provide timely support
- **Graduated approach** is offered to meet needs, using a cycle of assess–plan–do–review linked to annual reviews
- **Needs-Based Provision** – support is designed around the individual needs and is not dependent on medical or diagnostic labels.
- **Collaboration** – at RGS we work with students, families, staff and external partners to plan and review support. This fosters Positive relationships with parents, carers and students, placing their views at the centre of decisions.
- **High Expectations** – we believe all learners can succeed and make progress. 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.
- **Whole-Child Development** – we nurture academic, social, emotional, creative and physical development.
- **Continuous Improvement** – at RGS our inclusive practice is evaluated and developed through reflection, training and evidence. Staff training and evaluation will be monitored to ensure inclusive practice remains consistent, using RGS’s monitoring framework supported by the appropriate Teacher Standards.
- **Successful transitions** – RGS aims to enable students with SEND to make successful transitions between phases of education and into adult life.

### 4. 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.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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</li></ul>
Psychological Wellbeing	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <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/medical	<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"><li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li><li>• A physical impairment</li></ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>



## 5. Roles and Responsibilities

### Governing Body

The school's Governing Body and the Senior Leadership Team will ensure that SEND provision is an integral part of the school improvement plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND students. The school's governors and senior leaders will evaluate outcomes for students with SEND.

### The Headteacher

The headteacher will:

- Work with the SENCO/Deputy SENCO to determine the strategic development of the SEND policy and provision for RGS
- Have overall responsibility for the provision and progress of students with SEND

### Assistant Headteacher

The Assistant Headteacher has overall responsibility for the management of the school's SEND 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

The Special Educational Needs Co-Ordinator (SENCO)/Deputy SENCO are responsible for overseeing the day-to-day operation of the school's SEND 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 SEND and their subsequent progress
- Manage teaching assistants, including training needs and professional development

The SENCO is contactable at: [i.wilson@rgs.sch.im](mailto:i.wilson@rgs.sch.im)



### **Subject teachers and form tutors**

Subject teachers and form tutors are responsible for:

- Including students with SEND in the classroom
- Providing an appropriately curriculum
- Referring students who they suspect of having a previously unidentified SEND to the SENCO/Deputy SENCO for further investigation

### **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 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 where necessary.

They will be:

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

The school will consider the views of the Parent or Carer in any decisions made about the student.

### **The Student**

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

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

## **6. SEND Register**

At RGS 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.



**Additional Support** - The triggers for intervention through Additional Support could be the teacher's or others' concerns, underpinned by evidence, about a student who despite receiving adaptive 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** - 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 adaptive 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** - 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.

## 7. 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
- Children's Centre
- Young Carers
- Cruse
- MOTIV8
- Police
- Mental Health First Aiders

## **8. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise these with the form tutor by emailing: [RGSEnquiries@sch.im](mailto:RGSEnquiries@sch.im).

We will always try to resolve concerns in the first instance. If this does not resolve the matter, parents are welcome to submit a formal complaint, again using the same email address: [RGSEnquiries@sch.im](mailto:RGSEnquiries@sch.im).

Formal complaints will be directed to the SENCO/Deputy SENCO in the first instance and handled in line with the school's complaints policy.

If a parent or carer remains dissatisfied with the school's response, the complaint can be escalated to the Headteacher, via [RGSEnquiries@sch.im](mailto:RGSEnquiries@sch.im)

## **9. Monitoring and Evaluation**

We are constantly looking for ways to improve our SEND provision. We will do this by evaluating whether we are following our vision and values (section 1)

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

- All staff's awareness of students with SEND
- 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, their parents, carers and outside agencies

To ensure continuous improvement and progress (in line with DESC's monitoring expectations) we will measure the impact of SEND provisions by:

- Tracking inclusion outcomes
- Attendance
- Attainment
- Wellbeing indicators

## 10. Monitoring the Policy

This policy will be reviewed every year (in line with DESC's monitoring expectations). 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.

*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*