



**Calday Grange**  
Grammar School

# **SEND POLICY**

**Approved by Full Governing Body:  
Date of next review:**

**24<sup>th</sup> October 2024  
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### 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At Calday, we believe that all students have the right to access a broad, balanced and relevant curriculum. We aim to support staff in ensuring that they are confident in delivering a world class curriculum to our most vulnerable students. We encourage resilient learning with an ethos which promotes a happy environment where students thrive.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, [SEND Co-ordinators \(SENDCOs\)](#) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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 other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The Assistant Headteacher - Senior Pastoral Leader, Mrs Storey, is SENCO. Mrs Holmes is the Assistant SENCO.

She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school, in line with the current SEND Code of practice.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and quality first teaching.
- Lead and advise on the graduated approach to providing SEND support.
- In conjunction with the school's Chief Financial Officer and other members of the Senior Leadership Team, advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

### **4.2 The Curriculum and Student Welfare Governor**

The Curriculum and Student Welfare Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and Curriculum and Welfare governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **4.4 Class Teachers**

Each class teacher is responsible for:

- Ensuring that students have access to quality first teaching in all lessons.
- The progress and development of every student in their class, whatever their starting point.
- Working closely with LSAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## 5. SEND information report

### 5.1 The type of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, processing delay.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

### 5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers, within their teaching band, starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.

**At Calday Grange Grammar School, a student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them, which cannot be addressed in the classroom setting alone. SEND students will receive additional and different support to that offered to all other students.**

We recognise that low attainment does not necessarily mean that a student has SEND and this will not automatically lead to a student being recorded as having an identified SEND need.

### 5.3 Consulting and involving students and parents

When a student has been identified as requiring special education provision parents/carers will be invited to meet the SENCO. The purpose of the meeting will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents'/carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

### 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.

- The views and experience of parents/carers.
- The student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed in tune with the school reporting cycle.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

- *An enhanced transition day, Year 7 induction evening, a Form Tutor evening, extracurricular opportunities.*
- *The Assistant Headteacher - Senior Pastoral Leader will meet the primary school SENDCO.*
- *A Year 7 Parent meeting with the Assistant Headteacher - Senior Pastoral Leader.*
- *Working with Year 9 students and families to ensure the correct Key stage 4 pathway is chosen.*
- *Working with students, families and other providers to ensure a smooth transition to post 16/18 establishments*
- *Structured opportunities to learn about careers from Year 7 onwards.*

### **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

First quality teaching is our initial step in responding to students who have SEND. This will be adapted for individual students.

We will also provide the following interventions:

- A range of additional support sessions at lunchtime and after school, ensuring students do not miss valuable timetabled lessons.
- A Learning Mentor/ Wellbeing Coordinator who links with CAMHS to support students with significant mental health issues.
- A Learning Support teacher who is responsible for screening students with literacy difficulties and offering support.
- A team of LSAs to support students in specific lesson areas.
- A team of LSAs to provide a bespoke programme of intervention for specific funded students.
- Advice and guidance sought from a range of external providers, such as Wirral's ASD Team, the ADHD Foundation, SENAAT (special educational needs advisory and assessment team).

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing specific pathways for students with SEND, where appropriate.
- Regular reviews of curriculum.

## 5.8 Additional support for learning

During the school day:

- We have LSAs who will support students in small groups where staff believe a cohort of students would benefit from more intense, personalised intervention.
- Each Year group has a designated Head of Year and Pastoral Associate who will work with SEND students and their families.
- The school offers a vast range of extracurricular opportunities; the Assistant Headteacher - Senior Pastoral Leader will monitor attendance.
- Members of the LSA team offer additional support sessions at lunchtime and after school.

We work with the following agencies to provide support for students with SEN:

- Wirral Educational Psychologists.
- SENAAT (special educational needs advisory and assessment team).
- Wirral's ASC Team.
- ADHD Foundation.
- The Local Authority.

## 5.9 Exam Access Arrangements

Where we identify that a student may have a need, which could impact on their ability to complete exams at the same speed as their peers or in line with expectations and predictions, staff will refer to the Assistant SENCO who is a specialist assessor, in order that the student can be tested to establish if they qualify for Exam Access Arrangements. The *Assistant Headteacher - Senior Pastoral Leader* has a responsibility to ensure that all Joint Council of Qualifications (JCQ) are met in full, which means that those who are entitled to support in examinations will receive it in assessments. It must be the student's 'normal way of working'. Approval will be sought for Exam Access Arrangements via the JCQ website. The Assistant SENCO will work with teaching staff to ensure that they provide evidence of the need in regular assessments. All documentation will be held securely within the SEND Department.

## 5.10 Expertise and training of staff

The Assistant SENCO is our dyslexia specialist teacher, trained to deliver literacy. The *Assistant Headteacher - Senior Pastoral Leader* has a Post Grad Certificate in SEND and the second Assistant SENCO also has a national SENCO qualification.

SEND is a key area of the current School Development Plan, providing training and support strategies for staff.

## 5.11 Securing equipment and facilities

*Students are assessed individually if their need is greater than the needs of other students and we will work with families and other professionals to aim to meet the students' need with the deployment of specialist equipment and by adapting our facilities.*

## 5.12 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals and targets each report cycle.
- Reviewing the impact of interventions at the end of each term.
- Developing our practice through student voice and parental feedback.
- Monitoring by the Assistant Headteacher - Senior Pastoral Leader and the Senior Leadership Team with Year Heads.
- Developing SSPs to measure progress.
- Holding annual reviews for students with Targetted SEN Support/EHC plans.

### **5.13 Enabling students with SEND to engage in activities available to those in the school who do not have SEN**

*CGGS has an ethos of enriching students' education and learning through a plethora of extra curricular activities.*

All of our extra-curricular activities and school visits are available to all our students. A student's attendance at an activity may form part of their SSP. Attendance at clubs and activities is monitored by the Assistant Headteacher - Senior Pastoral Leader.

All students are encouraged to partake in the residential trips and we work closely with families and external providers to ensure the student's needs will be safely met.

If a SEND student is attending an off-site activity, the parent/carer will be encouraged to liaise with a member of school staff to ensure their needs are met.

### **5.14 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council and take part in a range of enrichment and extracurricular activities.
- A variety of activities are delivered by the Learning Support Team.

We have a zero tolerance approach to bullying; once reported all issues are followed up by members of the Pastoral Team. Our Anti-Bullying Policy can be found on the school website.

### **5.15 Working with other agencies**

The school welcomes support from other agencies to support our students' needs. The SENCO is more than willing to attend meetings or meet with professionals to share information and develop strategies to engage and enable the students to reach their full potential.

### **5.16 Complaints about SEN provision**

Complaints about SEND provision in our school should be made in line with the school's complaint's policy.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **5.17 Contact details for raising concerns**

In the first instance, parents should raise concerns with the Assistant Headteacher - Senior Pastoral Leader. Parents who have a concern they feel has not been properly addressed may put their complaint in writing, in conjunction with the school's complaints policy

[https://www.calday.co.uk/files/ugd/e77709\\_d728497c51fe42449571205973438601.pdf](https://www.calday.co.uk/files/ugd/e77709_d728497c51fe42449571205973438601.pdf)

### **5.18 The local authority local offer**

Our contribution to the local offer is found at: <https://www.calday.co.uk/studentsupport>

Our local authority's local offer is published here: <https://localofferwirral.org/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Assistant Headteacher - Senior Pastoral Leader annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Behaviour policy
- Equality statement and objectives
- Supporting students with medical conditions policy
- Anti-Bullying policy