

ENFIELD GRAMMAR SCHOOL



SEND POLICY & INFORMATION REPORT

Agreed:	July 2025
Review Date:	July 2026
Approved by:	Full Governing Body

1. Aims & Objectives

At Enfield Grammar School, we aim to raise the aspirations of all the boys with special educational needs and disabilities (SEND) so that they reach their full potential and are fully included in the life of the school.

Our SEND policy aims to:

- Set out how our school will support and make provision for students with SEND.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.
- Identify students who have SEND as early as possible ensuring that there is careful monitoring and assessment throughout their education.
- Work with the guidance provided in the SEND Code of Practice 2015 to address students' needs through the graduated approach.
- Operate a whole school approach to the management and provision of support for SEND.
- Ensure funding is allocated to provide high quality provision for those with identified SEND.
- Provide access to a broad, balanced and relevant curriculum including appropriate adjustments at Key Stage 3, 4, and 5 for meeting the needs of those students with identified SEND.
- Ensure parents and students participate, and are kept fully informed of the process of assessment and provision.
- Work with parents in partnership with respect to their children particular needs when making provisions.
- Ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- Provide an inclusive education with high quality differentiated teaching for students identified as having additional learning needs.
- Develop existing skills of all staff in the identification, assessment of and provision for students with SEND and to provide training and support as appropriate.
- Ensure that SEND is reflected in the School Development Plan, reflecting the training needs of all staff.

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 SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

This policy should be read in conjunction with the following school policies, government guidance and legislation:

- SEND Information Report Regulation (2014).
- Accessibility Plan.
- Child protection Policy.
- Complaints Procedure.
- Equality, Diversity & Inclusion Policy and the Equality Act 2010.
- Children and families Act 0-25 (2015).
- Equality Act 2010: advice for schools (DFE February 2013).
- Schools SEND Information Report regulations (2014).
- Teachers Standards 2012.
- Schools Admissions Code, DFE 1 February 2012.

All members of staff are required to be familiar with and act in accordance with the school's policy for student with SEND and to work closely with the SENDCo and other colleagues to ensure that appropriate provision is made for identified students. Senior staff and Heads of Department have a particular responsibility to ensure that the policy is implemented effectively.

Children and young people have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

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

- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Students' needs and requirements may fall into at least one of the four areas defined by the SEND Code of Practice 2015. Many students will have interrelated needs. The four areas are:

- Cognition and learning (CL) - when children and young people may learn at a slower pace than their peers e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia.
- Communication and interaction (CI) - when children and young people have difficulty in communicating with others and/or understanding what is being said to them e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome.

- Social, emotional and mental health difficulties (SEMH) e.g. withdrawn or isolated, disruptive or disturbing behaviour, attention deficit hyperactive disorder (ADHD), anxiety or depression, eating disorders, attachment disorder.
- Sensory and/or physical needs (SP) - when a child or young person has a disability that prevents or hinders them from making full use of educational facilities generally provided e.g. physical disability (PD), vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) or Cerebral Palsy (CP) epilepsy.

Also Medical needs - Where students have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting students at school with medical conditions.

Roles and Responsibilities

SENDCo

The SENDCo will:

- Work with the Headteacher, Deputy Head (Inclusion/Curriculum) and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Day to day responsibility for the operation of the school's SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs.
- Coordinating provision for students with SEND
- Provide professional guidance to colleague and work with staff, parents and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- 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 Local Support Services.
- Liaise with potential next providers of education to ensure students and their parents are well informed about the next stage of education, options available and a smooth transition is planned.
- Contribute to Improvement Planning for Students with SEND
- 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.
- Ensure the records of all students with SEND are kept up-to-date.
- Ensure information about the implementation of the policy for SEND is published on the school's website and this is update annually.

SEND Governor

The SEND Governor is responsible for:

- Helping to raise awareness of SEND issues at Governing Body meetings.
- Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.

- Working with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Headteacher

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Governing Body

The Governing Body will:

- Ensure that the best possible provision is made for all students with SEND.
- Monitor the quality of SEND provision.
- Ensure the integration of SEND students in the school community.
- Ensure the budget for SEND is allocated appropriately.
- Elect a designated SEND Governor to liaise with the SENDCo.

Members of the Senior Leadership Team:

Members of the SLT will:

- Oversee the day to day management of the SEND Policy, Public Sector Equality Duty and Accessibility Plan.
- Allocate and monitor appropriate resources for SEND from the delegated budget.
- Ensure the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocation.
- Monitor teachers' planning and students' achievement including the use of lesson observations.
- Report to Governors on COP procedures and SEND resourcing.

Classroom Teachers:

Each teacher is responsible for:

- The progress and development of every student in their class.
- Identifying and reporting any SEND concerns to the SENDCo through CPOMS.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working closely with the SENDCo to review each student's progress and development and to decide on any changes to provision.
- Ensure they follow the SEND policy.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.

- Monitoring of progress and target setting to track progress towards these goals through the use of summative and formative assessment.
- Collaborating with the SENDCo to match classroom provision to the specific needs of the students.
- Planning with learning support and teaching assistants to ensure quality provision for students with SEND, utilising the strategies on the passports and profiles on the SEND all staff drive.
- Regularly review the support provided by staff and the impact on SEND students.

Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)

- Work under the direct instruction of the SENDCo and class teachers to support the learning of students with SEND.
- Collect evidence of progress through observations.
- Contribute to reports for annual reviews and other meetings.
- Track progress towards outcomes set by the teacher for specific SEND students.
- Provide feedback to the SENDCo and teachers on interventions.
- Deliver personalised intervention programmes.
- Act as keyworkers to SEND link students as directed by the SENDCo
- Plan and deliver Quality or Evidence based interventions to targeted students
- Provide Reasonable adjustments in lessons and in Interventions

SEND Training

- The SENDCo will have completed NASENCO or NPQ equivalent.
- SENDCo to attend training courses as appropriate.
- INSET on SEND supported by the SENDCo.
- Teaching Assistants and Learning mentors attend relevant training.
- SEND CPD available to all staff throughout the year including PGCE, ECTs and all new staff.

Supporting students with Medical Conditions

The school recognises that students with long-term medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. The SENDCo will liaise with the Welfare Officer in order to facilitate the writing of Individual Health Care Plans for students with medical needs.

Some students may also have special educational needs and, in some cases, an Educational Health Care Plan, which brings together health and social care needs, as well as their special educational provision. In this case the SENDCo will follow the guidelines as set out in the SEND Code of Practice (2015).

Please see the school's Medical Needs Policy.

Identifying students with SEND and assessing needs at Enfield Grammar School

The Code of Practice outlines a graduated response to meeting individual students' needs; recognising that there is a range of special educational needs. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. As such, subject teachers are responsible and accountable for the progress and development of all the students in the classes, including students with SEND.

When deciding whether special educational provision is required, the SENDCo considers all of the information gathered from within the school with regard to the student's progress, alongside national data and expectations of progress. Consideration of whether special educational provision is required we will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether it can be provided by the school's core offer, or whether something different or additional is required.

This information gathering should include an early discussion with the student and their parents. These discussions with parents will be structured in such a way that they develop a good understanding of the student's areas of strength and difficulty, the parents' concerns; the agreed outcomes sought for the student and agreed next steps. Other means used to help identify students who may have special educational needs include:

- Information gained from previous schools. The SENDCo, Head of Lower School, will contact all previous schools
- SENDCo attends transition meetings arranged by the school.
- Information gained from school assessments.
- Information gathered from CATS and Reading Tests
- Information gathered from teachers, heads of year, heads of departments and parents.
- School's internal assessment system which can monitor an individual's progress across different subjects (SIMS, SISRA).
- Records of behaviour, attendance and punctuality.
- Discussion at weekly inclusion meetings.

Where a student is identified as having SEND, schools make reasonable adjustments to remove barriers to learning and put effective educational provision in place.

At Enfield Grammar School the quality of teaching for all students, including those at risk of underachieving is reviewed regularly and carefully. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Identification of Special Educational Needs

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Enfield Grammar School, we identify the needs of students by considering the needs of the whole child that will include not just his special educational needs.

The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality first teaching. All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The following factors may also impact on progress and attainment:

(These alone do not constitute SEND)

- Disability (the COP outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation). The school would endeavour to make any reasonable adjustment or changes in order to accommodate a student with identified SEND. However, the school is constrained by the nature and condition of its buildings (which has several staircases with no lift facility) and the fact that it is on a split site.
- Attendance and punctuality.
- Health and welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium.
- Being a Looked After Child.
- Being a child of a Serviceman/woman.

Consulting and involving parents and students

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone is clear on what the next steps are.

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

We will formally notify parents when it is decided that a student will receive SEND support.

Parents/carers of students with SEND are kept fully informed of the provision that is being made for their sons. Where appropriate, parents receive a copy of the education plan with needs and strategies and are invited to review progress towards the targets at review meetings.

Subject teachers and SENDCo have regular meetings with parents and encourage active involvement with the school to help their son overcome their difficulties. The school will always seek permission from parents before approaching other professionals and outside agencies for information or referrals about their sons.

The school will also inform student and parents if there is a decision to remove a student from the SEND register.

Assessing and reviewing students' progress

The Code of Practice outlines a whole school graduated response to students' needs by adopting a four-part cycle, through which earlier decisions and actions are revisited, refined and revised. This graduated approach has four distinct stages

ASSESS, PLAN, DO and REVIEW allows for a considered approach, careful review and utilises specialist expertise in order to match interventions to the needs of the students. Parents/carers and young people are involved throughout the process by contributing their views and communicating their concerns.

ASSESS

The assessment data, progress and attainment of all students is tracked and monitored at least three times a year by subject teachers, Heads of Department, SLT, SENDCo and Form Tutors. This will identify students who are underachieving or at risk of underachieving.

PLAN

We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher/Form Tutor/Head of Year and SENDCo agree in consultation with the parent and student the adjustments, interventions and support to be put in place as well as the expected impact on progress/outcomes, development or behaviour along with a clear date for review.

DO

The SENDCo supports the teacher/Form Tutor/Head of Year and advises on the effective implementation of support and further assessments. The teacher/tutor/HOY remains responsible for working with the student. Where interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how it can be linked to classroom teaching.

REVIEW

A review of the targets and impact of support will be held with the student and their parents/carers and their views will feed back into the analysis of the student's needs. Support and targets are revised in light of student's progress with regard to agreed outcomes.

Our approach to teaching students with SEND

In line with the four-part cycle the school adopts a graduated approach to supporting students' learning.

Wave 1: Universal

At the universal level, all students will receive high quality teaching, differentiated to meet their needs. Details of students' needs and strategies will be disseminated to subject teachers, enabling them to make adjustments and differentiation. This adjustment is the first step in responding to students with SEND and assists teachers in the cycle of planning, assessing and evaluating. Additional support and intervention cannot compensate for a lack of good quality teaching; as such subject teachers are responsible and accountable for the progress and development of all the students in the classes, including students with SEND. It is anticipated that the majority of students make the expected progress at this level.

Wave 2: Targeted

Should a student not make the expected progress within the universal arrangements, it may be appropriate to consider making additional short term special educational provision to remove or reduce any difficulties with learning. This will take the form of the graduated four part approach of assessing the needs of the student, planning the most effective and appropriate intervention, implementing the intervention programme and reviewing the impact on the student's progress towards his individual learning outcomes.

Wave 3: Specialist

In a small number of cases it may be necessary to seek specialist advice and regular long term support from external specialist professionals. This may include referrals to the Educational Psychologist Service, Speech and Language Therapy, Specialist teachers, Child and Adolescent Mental Health (CAMHS). Referrals to these services will need to be prioritised.

Most of our students with SEND have their needs met in class through high quality teaching. This may include teachers adapting what they do and differentiating tasks and materials to support the needs of individual students. At Enfield Grammar School we believe high-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” Code of Practice 2015 p.99 Class teachers are given information on their students with SEND and with a statement/EHCP. This information explains to best support these students and is collated from professional reports, prior knowledge from teaching and support staff and information from the students and parent/carer. When a student has been identified as having Special Educational Needs and/or Disability their primary needs are written onto the student’s profile of Need. This means that staff are able to see whether a student in their class has any specific educational or medical needs. They use this information to plan lessons, differentiate and plan work with Teaching Assistants to put in place strategies to ensure the lesson is matched to the student’s needs.

In addition to high quality teaching, differentiated for individual students, we provide the following interventions:

- In class support.
- Speech & Languages programmes.
- Home learning Clubs.
- Any other intervention as appropriate

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

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Pupil Passport and Profiles of Need with Individualised Targets

Evaluating the effectiveness of SEND provision

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

- Reviewing students’ individual progress towards their targets.
- Reviewing the impact of interventions after 6-8 weeks.
- Monitoring by the SENDCo.
- Holding annual reviews for students with EHCPs.

Enabling students with SEND to engage in activities

All of our extra-curricular activities and school visits are available to all of our students, including our before and after school clubs.

All students are included and encouraged to go on our residential and field trips. Members of the SEND Department may accompany students on these trips.

Support for improving emotional and social development

The inclusion panel meets weekly and the members are – Deputy Head of Inclusion, Welfare Officers, Wellbeing and Safeguarding Co-ordinator, SENDCo and Head of Lower School to plan and coordinate the support for students with social, emotional and mental health needs (SEMH).

Working with other agencies

When necessary the school seeks advice and support from a variety of services including, but not exclusively:

- Educational Psychology Service.
- Speech, Language and Communication.
- Behaviour Support Service.
- Visually Impaired Service.
- Hearing Impaired Service.
- Child and Adolescent Mental Health Service (CAMHS).
- Careers service.
- Occupational Therapists

The Local Authority SEND offer can be found at <https://www.enfield.gov.uk/services/children-and-education/local-offer>

Removal from the SEND/AEN register

Students will be removed from SEND/AEN register:

- Where agreed outcomes have been met.
- Where progress meets our expectations.

This will take place in consultation with parents/carers, students, staff and any other relevant agency working with the students.

Complaints

If parents believe that their son has a learning difficulty or behaviour difficulty at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their son, they should first contact the Form Tutor and/or Head of Year or relevant Head of Department.

If the parents think their son should be given more support they should raise their concerns directly with the SENDCo. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the Deputy Headteacher of Inclusion/Curriculum in accordance with the complaints procedure of the school.

SENDCo Contact Details

Ms J. McCall

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020 8363 1095

Monitoring arrangements

This policy will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year.

This policy will be approved by the Governing Body annually.