DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY

The Grange School

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DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY

The Grange School

POLICY STATEMENT

The Grange School aims to develop the talents of all pupils to enable them to flourish both in their school life and in the future. At the heart of this development is the relationship between the School, parent and child. Each child is considered as an individual and we seek to look at all their issues as a whole in order to provide the best possible support.

We are committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled. We pride ourselves in offering our pupils a high level of care and support. Our aim is to apply a whole school policy to meeting each child's individual needs, both physical and mental.

This policy covers pupils from the Early Years Foundation Stage (EYFS) to Upper Sixth (Year 13) and reflects the SEND Code of Practice 0-25 guidance. It is compliant with the Equality Act 2010, including Section 6, which defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities," as well as Part 3 of the Children and Families Act 2014.

The Grange School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. We also seek to ensure equal treatment for everyone in all aspects of school life.
This policy applies to the whole school, including EYFS, and should be read in accordance with the current SEND Code of Practice.

AIMS AND OBJECTIVES OF THE POLICY

The aims of the policy are: To ensure that all students, including those with SEND, have the opportunity to learn and make progress.

The objectives of the policy are:

Objectives

- To foster an environment in which all pupils are intellectually challenged and supported to achieve their full potential.
- To ensure that schemes of work and planning consider the needs of all pupils, including those with an Education, Health and Care Plan (EHCP).
- To develop clear procedures for identifying, assessing, and monitoring the needs of pupils with SEND.

- To establish effective systems for monitoring, evaluating, and reviewing SEND provision, aligning this with existing assessment and reporting processes wherever possible.
- To promote ongoing professional development for staff, both internally and via external agencies, to increase awareness and understanding of individual differences and diverse learning styles.
- To ensure that all staff respond appropriately to pupils' needs and implement differentiated approaches to support individual learning.
- To keep staff informed of current developments and best practices in SEND.
- To involve parents in the education of pupils with SEND and encourage partnership working with the school.
- To provide regular reports to parents on the implementation and outcomes of the school's SEND policy

OTHER RELEVANT POLICIES

In reading this policy you should also consider and consult the following policies:

- Accessibility Plan
- Anti-bullying
- Behaviour and Discipline
- Admissions Policy
- Complaints Procedure
- Educational Visits
- Mental Health Policy

REVIEW DATES AND APPROVAL

To ensure the effectiveness of the policy, it will be closely monitored and will be formally reviewed and revised in light of any legislative or organisational changes.

This policy is reviewed by the Education & Safeguarding Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

Last reviewed: Autumn 2026

Next review: Autumn 2027

Persons responsible for review: Deputy Head Pastoral (Senior School), Head of Learning Support (Junior & Senior School)

ADMISSIONS AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The school is selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. Pupils with SEND are admitted on an equal basis with others in accordance with the Grange School's admissions policy.

In compliance with the Equality Act 2010, The Grange School does not discriminate on the grounds of disability. As an academically selective school, all children applying for a place are required to sit an entrance test before an offer is made. For applicants with a diagnosed special educational need or disability, the Grange School can provide appropriate access arrangements for the entrance test. These arrangements are agreed and implemented by the Heads of Learning Support (SENDCO). Decisions regarding access arrangements are based on diagnostic reports and the child's normal way of working in their current educational setting.

The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is central to our approach, All pupils, including those with SEND, are welcome at The Grange School. Both the Junior School and Senior School have specialist teams of staff to deal with such difficulties. The practical application of these commitments varies slightly between the two Schools due to the different age ranges and the details of practices and procedures at each School. Each school has a dedicated team to provide support, considering each child holistically and addressing both physical and mental aspects of their development.

To enable the school to assess whether it can reasonably meet a child's needs, parents must disclose any SEND on the application form. This includes details of any diagnosis, past or ongoing school support, or referrals to the Local Authority, NHS, CAMHS, or private services. If this information is not provided, the school cannot accurately determine the resources required and may withdraw an offer of a place at any stage.

If a child has a significant special educational need or disability and has been awarded an Education, Health and Care (EHC) Plan, the Grange school will work closely with the Local Authority and hold annual reviews as required.

Parents can apply for an EHC Plan by contacting their Local Authority directly, and The Grange School is happy to support the application by providing relevant information about the child's needs as observed in an educational setting.

It is important to note that, as an independent provider of education, The Grange School is not part of the Local Authority's 'local offer' and is therefore unlikely to be

able to access LA-run specialist support services within the school. If a child's needs require regular specialist support, parents are advised to speak directly to the Local Authority to determine which maintained school may offer the most suitable provision or consider commissioning these services privately.

For children with particularly significant needs and/or an EHC Plan, the SENDCO will invite parents to discuss their child's needs in more detail. The school will also contact the relevant Local Authority and the child's current school or nursery to gain a full understanding of the provision required. This process aims to encourage open discussion with parents and providers to determine whether The Grange School is the most appropriate educational setting to meet the child's needs.

EHCPS, 1:1 SUPPORT, PROBATIONARY PERIODS AND SUITABILITY OF PROVISION

As an independent, non-Section 41 school, the School is not under a statutory duty to be named in, or to admit a pupil pursuant to, an Education, Health and Care Plan (EHCP), nor can it be directed by a local authority to do so. The School will give careful consideration to any application from a pupil with identified or emerging special educational needs and/or disabilities; however, admission and continued placement remain conditional upon the School's ability, acting reasonably, to meet the pupil's needs within its available resources and without prejudice to the efficient education and wellbeing of other pupils.

The School does not offer individualised 1:1 support as part of its core provision and is therefore unable to meet needs that require dedicated, continuous adult support, whether such support is funded privately, through an EHCP, or otherwise. Where a pupil presents with identified or emerging SEND, the School may, at its discretion, offer a time-limited probationary period in order to assess the suitability of its provision. The length and terms of any such period will be determined on a case-by-case basis and will include regular review with parents and, where appropriate, external professionals.

Where a pupil's needs increase, or become more clearly defined, including where an EHCP is sought or issued, the School will work collaboratively with parents and relevant professionals to review provision. If, following such review or during any probationary period, the School considers that it cannot adequately meet the pupil's needs, even with reasonable adjustments, it reserves the right, acting reasonably and in accordance with the School's terms and conditions, to require the withdrawal of the pupil and to support parents in securing a more suitable placement.

Notwithstanding the above, the School is committed to meeting its duties under the Equality Act 2010 and all relevant discrimination legislation. The School will not unlawfully discriminate against any pupil or prospective pupil on the grounds of disability and will make reasonable adjustments where appropriate; however, such

duties do not require the School to provide provision or resources that are incompatible with its fundamental nature, capacity, or educational offer.

EXTERNAL REPORTS AND ASSESSMENTS

The Grange School does not conduct full diagnostic assessments, nor does it cover the cost of private assessments. Should parents wish to pursue a diagnostic assessment, this must be arranged and funded privately.

The SENDCOs at both the Junior and Senior School can conduct a variety of screening assessments to help identify learning needs and suggest suitable interventions; however, they are not able to provide formal diagnoses of learning difficulties.

The Grange school maintains strong professional relationships with a range of private assessors and therapists. If parents choose to arrange a private assessment for their child, they are asked to contact the Grange school beforehand to ensure that reports from that practitioner can be accepted. The Grange School will consider private assessments if it is fully informed about the process, including the qualifications and details of the assessor. Additionally, the assessor should make formal verbal or written contact with the SENDCO at the Grange School to discuss the child's progress and needs from the school's perspective.

The Grange School can also refer children through local NHS pathways prior to the child turning 16 years of age.

ACCESS ARRANGEMENTS

At the Senior school, recommendations for exam access arrangements at The Grange School are made in line with the current JCQ criteria. The SENDCO liaises with parents, pupils, and the Exams Officer to determine appropriate arrangements. Where necessary, the SENDCO will complete a Form 8 and carry out relevant assessments no earlier than the summer term of year 9. Pupils will be entered for access arrangements using the JCQ online application system. Teachers provide evidence of need to the SENDCO, helping to build a comprehensive picture of the pupil's normal way of working.

The Grange school follows JCQ guidelines when awarding access arrangements and making reasonable adjustments. As stated in JCQ 2025–2026: *"A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed*

assessments. It is the responsibility of the SENDCO to make appropriate and informed decisions based on the JCQ regulations."

Private assessments may be considered as part of the evidence, alongside the pupil's normal way of working and in-school evidence of need, to support an application for access arrangements. Pupils in the Junior School and Senior School who require access arrangements are monitored closely and awarded appropriate support on an individual basis. These arrangements are reviewed regularly, with evidence gathered on their effectiveness, which contributes to the documentation required for Key Stage 4 access arrangements applications.

It is important to note that provision of access arrangements, such as extra time at Key Stages 2 and 3, does not automatically entitle a pupil to the same arrangements at Key Stages 4 and 5. Access arrangements must demonstrate a *substantial and long-term need*, with a clear history of requirement.

Where necessary, the SENDCO will complete a Form 8 and carry out relevant assessments no earlier than the summer term of Year 9. If a pupil meets the criteria for a Form 8 application, which provides a profile of learning difficulties, an application will be submitted. If a student is identified as having SEND but does not meet the requirements for a Form 8, a Form 9 application will be made instead. A Form 9 requires a formal diagnosis from a registered specialist and provides a profile of need.

IDENTIFICATION AND PROVISION

Identification and assessment are undertaken as swiftly as possible, following the obligations regarding the responsibilities of schools stated in the SEND Code of Practice 0-25. Pupils needs are identified and categorised into one of the key areas of need; Communication & interaction; cognition & learning; social emotional & mental health difficulties; sensory &/or physical needs.

A child's needs may become apparent through:

- admission procedures
- teaching within the classroom
- screening procedures
- inconsistencies in Baseline Assessment and current attainment
- expression of parental concerns;
- further specialist assessments undertaken by the SEND team.

As a general principle both the Junior School and the Senior School adopt the graduated approach of Assess-Plan-Do-Review, as advocated by the Department for Education.

We adopt a graduated response which recognises that there is a continuum of needs. We have identified four key waves of support which help us to support each child fully (see table below for level descriptors).

If children reach Wave 3, further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

In very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary (Wave 4) If the child's needs are considered to be severe and complex, an EHC plan may be issued by the local authority.

A School-based Graduated Response to SEND This is represented in the SEND Pathway for staff			
Action	**Who is involved?**	**What is involved?**	**Next Steps**
WAVE 1	Parental/Teacher Concern. The class teacher is responsible for the pupils.	QFT and reasonably adaptive teaching. The teacher plans for activities to be given to the pupils at the appropriate level in order for success and progress to be achieved.	If after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a move to Wave 2 support is considered.
WAVE 2	Class teacher and Teaching & Learning Assistant (TLA) support. For a child with a record of concern who is already being helped by teacher adaptations, TLAs would be involved for targeted 1:1 or group support.	Class teacher monitors progress of the student. The TLA works with the students in 1:1 sessions and/or small focus groups. They monitor progress and review regularly.	Additional and/or different activities / resources are used to meet the needs of the pupil. Head of Learning Support becomes more involved and completes observations and/or internal assessments if necessary. More specific strategies are put in place to

			meet the individual needs of every child, e.g. Toe By Toe, Lexia, touch typing etc. Parents are kept informed on provision in place. If needed a Pupil passport is written.
WAVE 3	A child with a continued record of concern or who has been reviewed by an Educational Psychologist. May have a Pupil passport in place with specific targets, to be monitored by the Head of Learning Support and to have a well-structured strategy of support as advised by the Head of Learning Support/Educational Psychologist.	A Pupil Passport in place: this contains internal advice and also from outside agencies such as Educational Psychologist. The same monitoring process occurs and the Head of Learning Support helps to set targets in line with the external adviser's recommendations.	The Passport is implemented in the class using the strategies and additional/ different resources suggested. Additional interventions are recorded and reviewed on Provision Map. Support from home is encouraged. The Passport is reviewed and updated termly or as required. The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute

			evidence to support a request for statutory assessment.
WAVE 4	Students who have been monitored through successive levels with regular reviews. Student will have an EHC plan and the involvement of outside professionals.	In line with the recommendations from the statutory assessment the Head of Learning Support will put together a programme of support involving the class teacher, support teachers and outside agencies. Funding may be provided for specific support. The Head of Learning Support will monitor and assess the impact of this provision.	Multi-agency approach. Review meetings to ensure full monitoring of progress. All involved to provide evidence for continued support as the child progresses through the education system.

ARRANGEMENTS FOR COORDINATING SEND PROVISION

- **Head of Learning Support Junior School –Mrs Karen Fletcher**
- **Head of Learning Support Senior School – Mrs Sarah Wild**

Heads of Learning Support in the Junior and Senior School act as the Special Educational and Disability Co-ordinators (SENDCO's). There is a separate Head of Learning Support for the Junior School (Mrs Karen Fletcher) and Head of Pupil & Learning Support for the Senior School (Mrs Sarah Wild). They will liaise closely with the pupil's teaching staff, family and where appropriate, with the School's nurses and with external agencies. The Heads of Learning Support attend regular external training in order to remain current with latest developments in policy and best practice. They also facilitate the provision of support right across the school through influencing and enabling all members of staff to deal with issues proactively and professionally.

The learning support departments are staffed by specialists who are able to support pupils with specific learning difficulties. In particular, our staff have specific expertise in dyslexia, dyspraxia, autism, ASC (autistic spectrum condition) and ADHD (attention deficit hyperactivity disorder).

Some disabled pupils may also require specialist support from the Learning Support Department. This would always be discussed with parents before their child enters the school.

Pupils with identified or suspected learning difficulties can be assessed by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside and within the normal timetable. The school works closely with the child and their parents to take account of their views and to help them to overcome the barriers that their difficulties present.

Pupil Passports, i-Sams, CPOMs and Provision Map are currently used to record the identification of specific difficulties, strategies for effective teaching, areas for focus and interventions to date. Provision and support are reviewed regularly with parents.

ROLE OF THE HEADS OF LEARNING SUPPORT

Heads of Learning Support work alongside academic and pastoral deputies to determine the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND, and ensure a joined-up approach to SEND across both schools, ease transition and optimise use of our resources.

The Heads of Learning Support in each part of the school has an important role in the implementation of our policy. Provision for pupils with SEND is a matter for the school as a whole. The role of the Head of Learning Support is to support and enable all colleagues to fulfil this role.

Responsibilities of Heads of Learning Support will include:

1. Strategic Overview of Learning and Pupil Support

- Provide a whole-school strategic overview of SEND and pupil support.
- Ensure full compliance with relevant legislation and national expectations pertaining to SEND and disability rights.
- Update, develop, and amend SEND policy as required.
- Work collaboratively with academic and pastoral deputies, Junior and Senior School Heads of Learning Support, and the Head of Counselling to ensure unity and smooth progression across all schools and key stages.
- Overseeing the day-to-day operation of the SEND policy
- Ensure that the views of pupils and parents are actively sought and considered at all stages.

2. Identification and Assessment

- Screening, recording results and carrying out further diagnostic testing where appropriate.

- Place emphasis on both pupil and parent voice in identification processes.
- Maintain oversight of in-house screening and assessment tools.
- Maintain and update the whole-school SEND Register.
- Liaise with external agencies such as educational psychology services, health and social services, and voluntary bodies as required.

3. Support and Interventions

- Ensure effective systems of information sharing so staff can respond appropriately to the needs of individual pupils.
- Co-ordinating provision for children with SEND
- Ensure Heads of Learning Support collaborate with academic deputies and Heads of Year to track and monitor progress of all pupils with additional needs and the effectiveness of support and interventions.
- Support departments/specialist teachers in reviewing and improving their SEND provision through normal classroom practice.

4. Annual Reviews and Pupil Documentation

- Coordinate and record annual reviews for pupils on the SEND Register.
- Amend and update Pupil Passports and Support Plans.
- Oversee the implementation and review of Education, Health and Care Plans (EHCPs), ensuring compliance with local authority processes and timescales.

5. Access Arrangements for Public Examinations

- Work with the Examinations Officer to ensure suitable access arrangements are in place for pupils who cannot cope with standard examination procedures.
- Ensure all applications for access arrangements are compliant with JCQ requirements and supported by appropriate evidence.
- Oversee all necessary documentation to substantiate exam and assessment access needs.

6. Deployment of Staff and Resources

- Oversee staff deployment, appraisals, and SEND/mental health-related CPD opportunities across both Junior and Senior Schools.
- Manage acquisitions, budgets, and liaise with the bursary over financial administration.
- Contributing to the in-service training of staff on SEND awareness and strategies.

7. Counselling and Mental Health

- Provide oversight of the School Counselling Service.

- Work alongside the Head of Counselling to develop whole-school wellness initiatives.

TEACHING STAFF

All Staff have a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal classroom situation including those with SEND.

All teaching staff are responsible for:

- Ensuring they are fully aware of all pupils on the SEND register and the learning support needs of the SEND pupils they teach.
- Providing for the individual needs of pupils with SEND using QFT (Quality First Teaching).
- Liaise with Heads of Learning support to ensure they are implementing the most appropriate means of meeting the needs of pupils with SEND.
- Ensuring they have appropriate and up to date knowledge, implementing suitable strategies in the classroom.

ACCESS TO THE CURRICULUM

At The Grange School, we are committed to ensuring that all pupils, including those with SEND, have full access to the curriculum and are able to benefit from the wide range of extra-curricular opportunities on offer.

All pupils are taught in mainstream classes. Teachers are expected to deliver Quality First Teaching (QFT), adapting and differentiating lessons to meet the needs of all learners. Staff are made aware of pupils on the SEND Register and have access to pupil passports for those receiving support beyond standard classroom differentiation. Pupils identified with SEND who do not require this additional level of support are placed on the SEND Monitoring List, ensuring staff remain aware of their needs and can plan skilfully to support their progress.

The school has an Accessibility Plan - Parents of current and prospective pupils with disabilities are welcome to request a copy of this plan from the School Office.

We recognise that the physical layout of the school, including its scattered site, may present challenges for some pupils, particularly wheelchair users. Where areas of the site are inaccessible, room changes and curriculum modifications are made to ensure the fullest possible participation for all learners. The school operates an active monitoring policy and will make reasonable adjustments wherever possible, within the constraints of its buildings and resources, to meet the needs of individual pupils.

GOVERNORS

The Governing Body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with and without an Education, Health and Care (EHC) Plan, is adequate and secure. There is a governor appointed with responsibility for SEND.

The role of the governing body includes:

- ensuring that provision is made for pupils who have SEND
- ensuring that the needs of pupils with SEND are made known to all who are likely to teach them
- ensuring that teachers are aware of the importance of identifying, and providing for, those children with SEND
- ensuring that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensuring that the quality of SEND provision is continually monitored, evaluated and reviewed
- ensuring that SEND provision is an integral part of any development plans for the School

PUPIL DATA

We manage and protect pupil data in line with the UK GDPR and our Pupil and Families Privacy Notices. This includes secure handling of sensitive information related to SEND provision, ensuring access is limited to authorised staff, and maintaining transparency about how data is used. Families are informed of their rights regarding data access and correction, and we regularly review our practices to ensure compliance with current legislation.

COMPLAINTS

The School naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the School office for any parent who wishes to consult it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.