

SEND Policy

Date last reviewed	May 2026
Committee Responsible	Full Governing Body
Designated member of staff	Patricia Cook
Date of next review:	May 2027

Statement of Intent

Through consultation with teachers, governors, parents and students, Grey Court School has secured a clear understanding of the fundamental principles underlying SEND provision at our school. We have a whole school approach towards meeting the needs of pupils with Special Educational Needs and Disabilities which is seen through our pedagogical approach and curriculum delivery. This document clarifies the statutory procedures, specialist interventions, and guiding principles which ensure that our learning environment is effectively adapted to remove barriers to achievement for all SEND learners.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, colleges or mainstream post-16 institutions.

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to

ensure that such provision is made for those who need it.

Identification and Assessment (Graduated Approach)

The school uses a graduated response to identify and support pupils with SEND. We utilise a range of formal and informal assessments, including:

- Lesson observations
- Teacher and LSA (Learning Support Assistant) feedback
- Work scrutiny
- Formal data collection (twice per year)
- Primary / previous school information and data

We maintain a shadow SEN register ('SEN monitoring') where we share information with teaching staff about students who the school is monitoring and supporting. Some of these students will require additional support and will move to SEN Support.

Roles and Responsibilities

Meeting the needs of pupils and students with SEND is a whole school responsibility and priority.

The classroom teacher

Teachers are trained to understand the needs of each young person and to systematically and thoroughly review the progress they are making during lessons and over time. High-quality adaptive teaching is the primary requirement for all SEND students.

The SENDCO and leadership

The SENDCO, senior leadership team, and governing body review and monitor the progress of young people with SEND. The SENDCO oversees the implementation of tailored interventions.

Interventions and external support

Young people with greater difficulties receive tailored support, which may include:

- Read Write inc. Fresh Start Reading support
- Lexia intervention for literacy support
- Touch Type Read Spell (phonics and touch typing)
- Small group communication classes

Formal methods of assessment to identify needs include:

- Use of CATS screening at the start of year 7
- Reading age assessments
- Various screening tools e.g. Phonics
- Referral to external agencies such as CAMHS, Educational Psychologist or Speech and

Language Therapist

We work with external services including Educational Psychology, VI (Visual Impairment Service), CAMHS, EISS (Education Inclusion Support Service), Occupational Therapy and Speech and Language Therapy.

Monitoring and Review

The Headteacher and the governing body will review this policy on an annual basis. Students requiring additional support may require an Individual Education Plan (IEP). When a young person has an EHCP, they will have a formal care and support plan.

Related Policies

This policy should be read in conjunction with the Accessibility Plan, Attendance Policy, Behaviour Policy, Child Protection Policy, and Equalities Policy.

Appendix

[SEND Information Report](#)