



## Merchant Taylors' Schools, Crosby

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# SEND Policy

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<b>Policy Owner</b>	<b>Head of Learning Support</b>
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Circulation:	✓ All Staff & Governors ✓ Inspection Portal ✓ School Website ✓ Parent Portal ✓ Senior & Sixth Pupils
Related Policies:	Teaching and Learning Policy PSHE Policy RSE Policy Careers Policy Assessment, Feedback, & Reporting Policy Accessibility Plan Administration of Medicines Procedure Behaviour Policy Anti-Bullying Policy Safeguarding Policy Terms & Conditions [Para. 5.7-5.9, & 6.7.3]
Regulatory Body (if applicable)	DfE, ISI
Relevant legislation/guidelines	ISSR Para. 2-4

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## **1 Aims**

- 1.1 This is the Special Educational Needs & Disability Policy of Merchant Taylors' Schools, Crosby [the School].
- 1.2 The Merchant Taylors' Schools' Special Educational Needs and Disability Policy [SEND] has been written to comply with the requirements of the SEND Code of Practice 2014, last updated 30 April 2020, where this applies within Merchant Taylors' Schools' setting (see below), the Equality Act 2010, and with part 3 of the Children and Families Act 2014.
- 1.3 Merchant Taylors' Schools are academically selective, and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of each School.

Specifically, the aim of this policy is:

- 1.3.1 that all pupils have the opportunity to learn and make progress;
- 1.3.2 to ensure we treat each child as an individual so that subject learning is delivered through Quality First teaching that will enable all pupils to make good progress according to their abilities and based on a good understanding of their needs, informed by regular, thorough assessment of their work which feeds into lesson planning;
- 1.3.3 to ensure full entitlement and access for pupils with SEND to high-quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
- 1.3.4 to establish that we follow the SEND Code of Practice (2015).
- 1.3.4 to ensure teaching and schemes of work consider the ages, aptitudes and needs of all pupils, including those with EHC plans and SEND;
- 1.3.5 to provide pupils with SEND with appropriate support, acknowledging that under the terms and conditions of the Disabilities Discrimination Act and the Equality Act (2010), we do not have the facilities to offer highly specialised and intensive support.
- 1.4 To these ends, we request that parents of children with SEND discuss their child's requirements with the School before the entrance examination/assessment so that we can determine adequate provision for the child. Parents should provide a copy of an Educational Psychologist's report or equivalent or a medical report to support requests for extra time or other special arrangements.
- 1.5 This policy is made available to all pupils, parents, staff, and prospective parents via the School website.

## **2 Definitions**

- 2.1 Legally a child is defined as having SEND, if [s]he has a special educational need which requires enhanced provision or teaching.
- 2.2 A special educational need means that the child has significantly greater difficulty in learning than most children of the same age or it means a child has a disability which

needs different educational facilities from those generally provided by schools for children of the same age in the area.

- 2.3 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition [DfE and Department for Health (2015) and the Code of Practice].
- 2.4 Children have a learning difficulty if they:
- 2.4.1 have a significantly greater difficulty in learning than the majority of others of the same age;
  - 2.4.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions (please also see the School's disability policy);
  - 2.4.3 are under five and fall within the definition at 2.4.1 or 2.4.2 above or are likely to do so do when of compulsory school age if special educational provision is not made for the child.
- 2.5 A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However,

### **3 Responsibility Statement & Allocation of Tasks**

- 3.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy.
- 3.2 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	Allocated to	Frequency of Review
Keeping the policy up-to-date and compliant with the law and best practice	Head of Learning Support [SENCO]	As required, and at least termly
Day-to-day responsibility for carrying out individual learning	Head of Learning Support	As required, and at least termly

plans, reviews, and risk assessments under the policy		
Monitoring the implementation of the policy, ILPs, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of Learning Support	As required, and at least termly
Maintaining up-to-date records of all information created in relation to the policy and its implementation as required by the GDPR	Head of Learning Support & Data Manager	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head of Learning Support	As required, and at least annually
Formal annual review	Board of Governors	Annually

### 3.3 The School's SENCO has responsibility for:

- 3.3.1 ensuring liaison with parents and other professionals in respect of a child's special educational needs;
- 3.3.2 advising and supporting other staff in the School;
- 3.3.3 ensuring that appropriate ILPs are in place and effectively implemented;
- 3.3.4 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- 3.3.5 undertaking any other appropriate duties in accordance with the Code of Practice.

## 4 Procedures

- 4.1 The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice.
- 4.2 As part of the Assess-Plan-Do-Review Model and to ensure collaborative working, the School works closely with parents of children who have or may have special educational needs and learning difficulties to create and maintain a positive partnership for the assessment and review of a pupil's needs and support to be provided. Parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- 4.3 Identification of pupils with a Learning Difficulty
  - 4.3.1 Pupil progress and engagement are closely monitored by classroom teachers in all settings using the graduated response system for identifying, assessing and responding to children's learning difficulties. If the outcome of an assessment [see

below] or any other circumstance(s) give(s) us reason to think that a pupil may have a learning difficulty, we will report and consult with the pupil's parents as necessary and make recommendations about future assessment and support. During a pupil's first year and at each key stage thereafter, the School will carry out regular assessments the results of which will be reported to the pupil's parents.

4.3.2 Referral may also come from a variety of sources:

- (a) Pupil self-referral and/or individual interviews;
- (b) Parental request;
- (c) Management request;
- (d) GP request;
- (e) diagnostic tests;
- (f) information from previous school/nursery;
- (g) a SEND teacher tracking and observing individual pupils in lessons.

4.3.3 In addition to this:

(a) In Reception: internal tracking systems are used including daily observations and Learning Journeys which lead to the EYFS Profile and beyond;

(b) In Stanfield: this continues for Reception and also pupil progress is monitored through teacher assessment as well as using standardised assessments.

(c) In MTS: All pupils are assessed on their reading, spelling and mathematical skills on entry to year 7 to assist with class allocation, timetabling and the identification of support needs. The results are not generally disclosed to parents. However, parents are welcome to contact the School if they wish to know the results. For this the following assessments are used:

- (i) MIDYIS/ YELLIS/ ALIS;
- (ii) Entrance Maths Test;
- (iii) Entrance Reading Comprehension Test;
- (iv) Entrance Writing Test;
- (v) LUCID screening in year 7 or upon entry.

4.4 The assessments are not diagnostic assessments of a kind which an educational psychologist would carry out and are not infallible. The purpose of an assessment is to detect circumstances which may need further investigation by the SENCO or a formal assessment.

4.5 Cases will be referred to the Head of Learning Support who will liaise with key staff, the pupil, and the parents. If the parents wish to bring in any external agencies (eg for further testing, diagnosis or prognosis, remedial teaching) it will be their responsibility to do so, but we will give appropriate advice and assistance.

## 5 Learning Support

5.1 If the assessment results indicate that a pupil may have a learning difficulty, but the circumstances are not such as to indicate an immediate formal assessment or that a course of additional specialist teaching is required, the School may suggest that the pupil gives up one of the normal curriculum subjects and instead attends:

Level	Description
<b>1: Universal</b>	These are pupils who are supported in the classroom through a graduated and differentiated approach with quality first teaching. Department-led subject clinics. Strategies are provided to teachers through pupil profiles.
<b>2: Targeted</b>	These are pupils on the SEND list who receive Learning Support lessons to support their academic and pastoral journey through school. A pupil profile is available to advise teachers on appropriate strategies to support individual students in the classroom and depending on need there will be a learning support assistant in the classroom.
<b>3: Specialist</b>	Pupils who have a diagnosed SEN need are on the flexible curriculum. They have timetabled lessons to support their learning and still access a full curriculum.
<b>EHCP</b>	Pupils who have Education Health and Care Plan (EHCP) receive specialist support to achieve the objectives set out in the Education Health and Care Plan.

5.2 Learning support of this kind will be arranged, subject to prior agreement being reached with the parent as to the charging arrangement for this.

5.3 The pupil's progress and needs will be monitored and, if necessary, the School will recommend a formal assessment if the learning support does not appear to be meeting the pupil's needs.

## 6 Formal Assessment

6.1 The screening tests available to the Schools are indicative only: they are not infallible. Parents will be notified if a screening test indicates that the pupil has SEND.

6.2 If there are indications that a pupil may have a learning difficulty, we will ask the pupil's parents to agree to the pupil being formally assessed by an educational psychologist or an appropriate professional where appropriate. Alternatively, our Access Arrangements Assessor can carry out standardised tests to further investigate any concerns. This further assessment can be used to apply for access arrangements and to inform teaching.

6.2 The parents may consult an educational psychologist recommended by the School, or one of their own choice. The cost in either case will usually be borne by the parents.

6.3 The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.

## 7 Additional Specialist Teaching

7.1 As part of a graduated approach, the School may suggest a course of additional specialist teaching by a qualified specialist on a one-to-one basis in School. This would normally be 30 minutes per cycle of the timetable [fortnightly] through to timetabled small group intervention during term time.

- 7.2 Learning support of this kind will be arranged, subject to prior agreement being reached with the parent as to the arrangement for this. There is typically no charge for this as long as this falls within the terms of reasonable adjustment.

## **8 Examinations & Access Arrangements**

- 8.1 Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and/or other "access arrangements" to complete internal examinations and public examinations.
- 8.2 Pupils who have been identified as having a learning difficulty will undergo examination access arrangement assessment (EAA) from year 9 in line with JCQ requirements. If results of tests and evidence of need based on a 'normal way of working' indicate need for EAA in external examinations, these will be submitted for consideration to the relevant examination board. For younger pupils where there is a recommendation or evidence of need based on a specialist assessment, access arrangements will be granted in internal tests.
- 8.3 When applying for access arrangements, if an Educational Psychologist is employed, it must be a partner practitioner and a form 8 must be completed by the head of learning support. This is to satisfy the JCQ requirements for access arrangements.
- 8.4 The Head of Learning Support will liaise with the Examinations Officer as appropriate to ensure that such pupils receive the access arrangements necessary in examinations.
- 8.5 Parents are asked to liaise with their child's Head of Year in good time with respect to this.

## **9 Information-sharing and Parent Involvement**

- 9.1 New Parents are asked to complete a parent questionnaire to gather key background information which may be relevant and to provide copies of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere within the last 12 months. Confidential information of this kind will only be shared within the School on a "need to know" basis.
- 9.2 The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.
- 9.3 Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.
- 9.4 Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should make arrangements accordingly with the School or outside, as appropriate. In these circumstances' parents must ensure that the School and SENCO are given copies of all advice and reports received.

## **10 Individual Learning Plan**

- 10.1 The SENCO will ensure that an appropriate ILP is in place where required for pupils with SEN.

- 10.2 The ILP will be prepared in consultation with the parents and, if appropriate, the pupil and will include:
- 10.2.1 the adjustments, interventions and support required to meet the outcomes identified for the pupil;
  - 10.2.2 the expected impact on the pupil's progress, development or behaviour, as appropriate; and,
  - 10.2.3 clear dates for review.
- 10.3 In carrying out the review [at least annually and more usually biannually], the SENCO will consider:
- 10.3.1 the effectiveness of the support and interventions and their impact on the pupil's progress;
  - 10.3.2 the views of relevant teaching staff, the parents and, if appropriate, the pupil; and
  - 10.3.3 any changes that are required to the support and outcomes set out for the pupil.
- 10.4 Although the co-ordinating and planning of a pupil's ILP, especially setting appropriate targets, is the responsibility of the Head of Learning Support, the 2014 legislation makes it quite clear that the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of the expertise and responsibility of the individual subject teachers. All teaching staff should therefore be involved in providing further help to pupils through School Action. Subject leaders and individual teachers to be informed of the nature of the pupil's learning difficulty through the IEP. Suggested in-class teaching strategies are provided in addition to the type of learning support that will be in place.

## **11 Education Health and Care Plans [EHC plan]**

- 11.1 Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 11.2 Where a prospective pupil has an EHC plan, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.
- 11.3 Any additional services that are needed to meet the requirements of the EHC plan will be charged to the local authority if the authority is responsible for the fees and the School is named in Section I of the EHC plan. In all other circumstances, the School will agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010 where applicable.

## **12 Additional Welfare Needs**

- 12.1 The School recognises that pupils with special educational needs and/or learning difficulties are at an increased risk of child-on-child abuse. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School's Safeguarding and Child Protection Policy outlines the specific support that pupils with SEND may require, in line with Keeping Children Safe in Education 2024 guidance.

- 12.2 The School will tackle inappropriate attitudes and practices through staff leading by example, through the PSHE programme, through the supportive School culture and through the School's policies.
- 12.3 Pupils with special educational needs are monitored closely and supported through the School's pastoral programme, which has a 'team-around-the-child' approach to pastoral provision.
- 12.4 If parents are concerned about their child's welfare, they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.
- 12.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
- 12.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
  - 12.5.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
  - 12.5.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 9.6 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding policy and procedure.

### **13 Disability**

- 13.1 The School recognises that some pupils with special educational needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's disability policy.
- 13.2 The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School (see 10 below).
- 13.3 The Schools' Accessibility Plan is available on the website. This shows the ways in which we plan to make our buildings progressively more accessible to pupils, parents and visitors.

### **14 Adjustments**

- 14.1 The School can allow pupils to use their own computer devices (as regulated by JCQ) as and when necessary. The School has word processors for use in exams, NEA, and controlled assessments for those who are assessed as needing to use one and for whom it is a normal way of working.

- 14.2 If a formal assessment indicates it is appropriate, the following may be provided:
- 14.2.1 25% Extra time [15 minutes per 1 hour] may be given as appropriate for both internal and external examinations, following a recommendation from an educational psychologist or access arrangements assessor and in line with JCQ regulations.
  - 14.2.2 50% Extra Time will be allocated in very few cases as indicated by the special needs assessor.
  - 14.2.3 a Reader in examinations for those who are assessed as needing one and for whom it is a normal way of working.
  - 14.2.4 Speech to text software and the use of a computerised reader may only be provided where this is deemed necessary and is the usual way of working for some pupils.
- 14.3 On a temporary basis, classes can be relocated to allow ground floor access.

## **14 Alternative Arrangements**

- 14.1 We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if:
- 14.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent;
  - 14.1.2 you have deliberately withheld from the School information which prevents it from effectively addressing your child's learning difficulties;
  - 14.1.3 your child's learning difficulties require a level of support or medication which, in the professional judgement of the Head, the School is unable to provide, manage or arrange; and/or
  - 14.1.4 your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- 14.2 In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.
- 14.3 Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

## **15 Training**

- 15.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 15.2 The level and frequency of training depends on role of the individual member of staff.
- 15.3 The School maintains written records of all staff training.

## **16 Risk Assessment**

- 16.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

- 16.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, SEND Policy the School's approach to promoting pupil welfare will be systematic and pupil-focused. Please see clause 3.2 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

## **17 Record Keeping**

- 17.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 17.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.