



The Grange School

Special Educational Needs and/or Disabilities Policy



Please read this document in conjunction with any specific localised procedures as directed by the Headteacher.

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1. Introduction

Our group of independent special schools is committed to promoting social inclusion and developing capable, caring, creative, and confident pupils. We recognise that many of our pupils have complex needs, including emotional, behavioural, and social challenges, often following exclusion from mainstream or alternative provision. Our schools provide a safe, nurturing environment tailored to each pupil's unique needs, aligned with the National Curriculum and vocational pathways.

This policy is written in accordance with the SEND Code of Practice (2014, updated 2015 and 2020), the Children and Families Act 2014, and relevant statutory guidance, ensuring compliance with the OFSTED inspection framework.

2. Aim and Scope

The aim of this policy is to ensure effective identification, assessment, planning, and provision for pupils with Special Educational Needs and Disabilities (SEND) across our schools. We strive to:

- Deliver personalised education, behaviour, and personal development plans.
- Collaborate with pupils, families, carers, and professionals through a multi-agency approach.
- Ensure all staff are equipped with strategies to support diverse learning needs.
- Maintain high standards of record-keeping, monitoring, and review aligned with statutory requirements.

3. Definition of SEND

We support pupils with a wide range of needs, including but not limited to:

- Social, Emotional, and Mental Health (SEMH) needs.
- General and specific learning difficulties (e.g., literacy and numeracy challenges).
- Communication and interaction needs.
- Physical and sensory impairments.

4. Roles and Responsibilities

Headteacher/School Leadership

- Ensure the SEND policy is current and implemented effectively.
- Provide ongoing staff training and resources.
- Maintain oversight of SEND provision and compliance with legislation.

Special Educational Needs Coordinator (SENCo)

- Lead on day-to-day SEND provision and statutory processes.
- Chair the School Team Around a Child (STAC) meetings for assessment and EHCP review.
- Coordinate Annual Reviews and liaise with Local Authorities.
- Support staff development in SEND strategies.
- While independent schools are not legally required to appoint a qualified SENCo, Keys Group strives to ensure that every school has a suitably experienced SENCo or equivalent specialist to deliver the highest standards of provision.

Class Teachers

- Deliver differentiated teaching and personalised learning.
- Maintain awareness of pupils' SEND and contribute to Pupil Passports, Boxall Learning Plans and EHCP Outcome Review.
- Collaborate with SENCo and support staff for effective provision.

Teaching Assistants

- Assist in writing and updating Pupil Passports, Boxall Learning Plans and EHCP Outcome Reviews.
- Provide tailored support sensitive to pupil needs.

Parents, Carers, and Social Workers

- Engage as active partners in education planning and review.
- Support learning and attendance.

Pupils

- Participate in setting and reviewing their learning targets.

The school follows clear protocols for managing exclusions or managed moves involving pupils with SEND, ensuring that decisions are made in line with statutory guidance and the pupil's EHCP. Alternative provision or reintegration plans are developed promptly to minimise disruption to learning.

5. Identification, Assessment, and Planning

School Team Around a Child (STAC) Process

- The STAC is a multi-disciplinary team involving school staff, SENCo, parents/carers, social workers, health professionals, and the pupil where appropriate.
- STAC meetings are convened for initial assessments, ongoing monitoring, and Annual Reviews of EHCPs.
- The team collaboratively reviews progress against EHCP objectives, adjusts provision, and sets SMART targets.
- Documentation from STAC meetings inform statutory reviews.
- Our approach to supporting pupils with SEND follows the Graduated Approach (Assess, Plan, Do, Review), ensuring ongoing, responsive provision tailored to individual needs.

6. Curriculum Access and Adaptation

- All pupils receive a broad, balanced curriculum tailored to their needs, including core subjects and vocational options.
- Adaptation in teaching and assessment ensures accessibility through differentiation and dynamic adaptation to pupils' evolving needs. Support is provided through in-class assistance, small group work, and individual interventions.
- For pupils with the most complex needs, the curriculum is personalised and adapted to develop communication, independence, and life skills. Specialist approaches, including use of assistive technology, sensory resources, and alternative communication methods, are integral to provision.

7. Record Keeping and Reporting

- SEND records, including EHCPs, pupil passports, Boxall profiles/learning plans and STAC meeting notes, are securely maintained and regularly updated.
- Progress is monitored systematically and reported to parents/carers and relevant professionals.
- Annual Reviews are conducted within statutory timescales.
- The school systematically monitors and evaluates the impact of interventions on closing gaps in pupils' learning and behaviour. Progress data, behavioural records, and wellbeing indicators are reviewed regularly to inform adjustments to provision and ensure effectiveness.

8. Partnership with Parents and Carers

- Open communication is encouraged through meetings, reports, and informal contact.
- Parents/carers are supported to contribute to planning and decision-making.
- Complaints related to SEND provision are managed through the school's Complaints Policy.

9. Training and Development

- Induction for new staff includes SEND policy familiarisation.
- Ongoing professional development addresses current SEND practises and legislative updates.
- All staff receive regular, updated training focused on supporting pupils with Social, Emotional, and Mental Health (SEMH) needs and challenging behaviours. Training includes evidence-based strategies for behaviour management, trauma-informed practice, and promoting positive mental health.

10. Equality and Inclusion

- All staff promote equality and respect diversity in race, faith, gender, disability, and sexual orientation.
- Reasonable adjustments are made to ensure full participation of all pupils.

11. Supporting Pupils with English as an Additional Language (EAL)

- EAL pupils receive targeted support to develop language skills alongside curriculum access.
- Language needs are assessed separately from SEND to ensure appropriate provision.
- Staff are trained to differentiate between EAL and SEND needs.
- Collaboration with families and language specialists supports EAL pupils' progress.

Appendix A: Localised Contact Details and Roles

School Name: The Grange School

Role	Name	Contact Information	Notes
Headteacher	Jennie Allport	Phone: 01924 830096 Email: Jennie.allport@keyseducation.ac.uk	Overall responsibility for SEND policy implementation
SENCo	Jenny Turner	Phone: 01924 830096 Email: Jennifer.turner@keyseducation.ac.uk	Lead for SEND provision, assessment, and EHCP coordination
Designated Safeguarding Lead	Jo Lancett	Phone: 01977 238 471 Email: Joanne.Lancett@keyseducation.ac.uk	Responsible for safeguarding concerns
Chair of Governors	James Madine	Phone: 0121 728 7800 Email: James.Madine@keys-group.co.uk	Oversees governance of SEND provision
Educational Psychologist	Laura Kirkpatrick	Email: emma.stokes@keys-group.co.uk	Provides specialist advice and assessment
Occupational Therapist	Bronte Akhal	Phone: 07394868144 Email: Bronte.Akhal@keys-group.co.uk	Provided specialist advice and assessment
Speech and Language Therapist	Sana Javid	Email: sana.javid@keys-group.co.uk	Provided specialist advice and assessment

Appendix B: School Team Around a Child (STAC) Meeting Protocol

Purpose

The STAC process is a collaborative multi-agency approach to assess, plan, and review the educational, health, and care needs of pupils with SEND or EHCPs. It ensures all relevant stakeholders contribute to personalised support and progress monitoring.

Membership

- SENCo (Chair)
- Class Teacher(s)
- Teaching Assistants as appropriate

Meeting Frequency

- Termly

Agenda

1. Welcome and introductions
2. Review of current EHCP outcomes
3. Presentation of progress data and observations
4. Discussion of any changes in needs or circumstances
5. Agreement on new or revised SMART targets
6. Identification of additional support or resources required
7. Planning for next steps and responsibilities
8. Scheduling next meeting

Documentation

- Meeting minutes recorded by SENCo or appointed note-taker
- Copies shared with all attendees and stored in pupil's SEND file

Appendix C: Example Pupil Passport

Name:	Date of birth:	Next review date:
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Category	Details
Background	
Historical barriers to progress (include attendance, behaviours and attitudes)	
Current barriers to progress (include attendance, behaviours and attitudes)	
Triggers and early warning signs	
Hopes, dreams and aspirations for the future	
Independent skills (travel, self-care, shopping and access to community)	
Teaching and learning (rates of progress, likes/ dislikes, effective strategies)	
Intervention	
Medication	

Appendix D: Complaints Procedure for SEND Provision

Step 1: Informal Resolution

- Parents/carers should initially raise concerns with the Class Teacher or SENCo.
- The school will endeavour to resolve issues promptly and amicably through discussion.

Step 2: Formal Complaint to Headteacher

- If unresolved, a formal complaint can be submitted in writing to the Headteacher.
- The Headteacher will investigate and respond within 15 working days.

Step 3: Governing Body Review

- If dissatisfied with the Headteacher's response, parents/carers may escalate the complaint to the Governing Body's Complaints Panel.
- The panel will review the case and provide a final decision within 20 working days.

Step 4: External Resolution

- If the complaint remains unresolved, parents/carers may seek advice from the Local Authority SEND Information, Advice and Support Service (SENDIASS) or consider mediation and/or appeal to the Special Educational Needs and Disability Tribunal.

Contact Information for SENDIASS

Barnsley – 01226 787234
Wakefield – 01924 965588
Doncaster – 01302 736920
Leeds – 0113 3785020
Sheffield – 0114 2736009
Kirklees - 0300 330 1504

Appendix G: Annual Review Process and Documentation

Purpose

To ensure that Education, Health and Care Plans (EHCPs) remain relevant and effective in meeting the pupil's evolving needs by conducting statutory annual reviews.

Process

1. Scheduling

- The SENCo schedules the Annual Review at least 2 weeks in advance, ensuring all relevant parties are invited.
- Invitations are sent to parents/carers, the pupil (where appropriate), teaching staff, local authority SEND officer, health and social care professionals, and any other relevant agencies.

2. Preparation

- The SENCo collates reports from the pupil's teachers, support staff, and external professionals.
- Parents/carers and the pupil are encouraged to provide their views and contribute to the review documentation.

3. Review Meeting

- The SENCo chairs the meeting, ensuring all voices are heard.
- Progress towards EHCP outcomes is discussed.
- Any changes in needs, provision, or placement are considered.
- SMART targets for the coming year are agreed.

4. Post-Review

- The SENCo prepares a written report summarising the meeting outcomes, recommendations, and agreed actions.
- The report is circulated to all attendees and the local authority within two weeks.
- If amendments to the EHCP are required, the SENCo liaises with the local authority to initiate changes.

Documentation Templates

- Annual Review Invitation Letter
- Review Meeting Agenda
- Review Report Template

Appendix H: Transition Planning Guidance

Purpose

To support pupils and their families in managing key educational transitions smoothly and effectively.

Key Transition Points

- Early Years to Primary School
- Primary to Secondary School
- Secondary to Post-16 Education, Training, or Employment
- Transitions within or between specialist provisions

Procedures

1. Early Planning
 - Transition planning begins at least 6 months before the anticipated change.
 - The SENCo coordinates multi-agency meetings including parents/carers, the pupil, current and receiving settings, and relevant professionals.
2. Transition Meetings
 - Review current EHCP outcomes and support.
 - Identify additional support needs during transition.
 - Develop a personalised transition plan with clear roles and timelines.
3. Support Strategies
 - Visits to new settings.
 - Social stories and visual aids.
 - Introduction to key staff members.
 - Gradual integration programmes where appropriate.
4. Documentation
 - Transition Plan template detailing actions, responsibilities, and dates.