Manchester Grammar School
SEND policy, including support for pupils with Educational Healthcare Plans

Key staff

Head of SEND (SENCO) – Helen Butchart

Related policies

This policy should be read together with the School’s curriculum policy, admissions policy, anti-bullying policy and behaviour, rewards and sanctions policy; these policies can all be viewed on the School’s website here.

Admissions and pupils with disabilities, special educational needs and learning difficulties

The Manchester Grammar School is academically selective and welcomes all pupils who can benefit from the opportunities it offers. The School is firmly committed to treating every pupil as an individual. Pupils with physical disabilities, special educational needs (SEN) and learning difficulties are welcome, provided that the School is reasonably able to provide them with the help and support that they require to access the curriculum.

The admissions process

The School’s admissions policy is available here. Applications from all who have the ability and aptitude to access a challenging and highly academic curriculum are welcome. It is always helpful for parents of children with physical disabilities, SEN or learning difficulties to discuss their child’s requirements with the School before they sit the assessment day and entrance exam so that appropriate adjustments can be put in place.

Before entry

Each child with a disability, SEN or learning difficulty requires special consideration and treatment. Prior to an offer of a place being made the School will confirm any adjustments it can reasonably make to enable the pupil to access the curriculum and co-curriculum. Where the School deems it appropriate, a meeting will be held with parents/carers to discuss thoroughly the pupil’s needs.

A similar procedure will be followed if a disability, SEN or learning difficulty is identified after a pupil has joined the School.

Barriers to learning

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The School aims to work together with families to overcome or minimise these, as far as is possible.

Physical access

Parents/carers of disabled children may wish to obtain copies of the School’s accessibility plan from the High Master’s office. This shows the ways in which the School plans to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The School has an

Date policy effective from: 26 February 2019
active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings and resources. Facilities for wheelchair users and pupils with sensory impairment are being introduced progressively.

**Auxiliary aids and services**

The School recognises and complies with its duty under the Equality Act 2010 in respect of the provision of auxiliary aids and services.

**Pupils with educational healthcare plans (EHCPs)**

The Manchester Grammar School is committed to supporting fully pupils with EHCPs who the School feels would benefit from the highly academic education it provides. To this effect, the School appoints a Head of SEND, who also serves as the School’s Special Educational Needs Co-ordinator (SENCO). A key part of the Head of SEND’s role is to ensure that the particular items identified in each plan are put in place by the School. Consequently, the Head of SEND continuously liaises with the School's senior management, parents/carers of pupils and external agencies. The Head of SEND also takes responsibility for administering any funding attached to a plan and for ensuring that each plan is subject to an annual review.

If a pupil with an EHCP requires their dedicated carer in school (e.g. to assist with personal care, writing etc.), this can be accommodated, provided that the carer has an enhanced DBS check arranged by the School and complies with its child protection and safeguarding procedures. The School would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the School’s child protection and safeguarding policies and to attend the child protection and safeguarding induction briefing that is given to all new members of staff before working unsupervised on site.

If a pupil’s dedicated carer is not a school employee, the pupil’s parents may be asked to provide the School with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child, subject to the School’s duties under the Equality Act 2010.

**Assessment of needs**

Where a pupil shows signs of learning, emotional and/or behavioural difficulties, the SEND Department will arrange for a cognitive screening to take place in school. The Department has staff who are qualified to assess for access arrangements for public examinations, and also to write reports for Disabled Students’ Allowances for Year 13 pupils progressing to Higher Education.

**It is important to note that under JCQ (Joint Council for Qualifications) regulations a privately commissioned assessment carried out without prior consultation with the centre (i.e. the School) cannot be used to award access arrangements and cannot be used to process an application using access arrangements online.**

JCQ procedures dictate that assessors must consult with the School prior to completing the diagnostic assessment, as careful consideration of observations made by the professionals working

*Date policy effective from: 26 February 2019*
Manchester Grammar School
SEND policy, including support for pupils with Educational Healthcare Plans

with the pupil being assessed should be central to the assessment process. Under the current JCQ guidelines a school may only apply for special access arrangements for pupils (e.g. extra time in examinations) should all three of the following circumstances apply:

1. the School is able to provide evidence of persistent and significant difficulties
2. the School is able to provide evidence (including through the feedback of teachers) that any difficulty has impacted on teaching and learning in the classroom
3. the School is able to provide evidence that the pupil’s normal way of working in school has required the type of provision which is being sought for his examinations (i.e. the pupil normally receives extra time to complete tests and examinations.

Where there is evidence of a special educational need profile, the SEND Department will advise parents/carers on how best to proceed. This will include advice on which external agencies need to be involved.

Role of the Head of SEND

The Head of SEND, working closely with the Pastoral Deputy Head, plays a key role in determining the strategic development of the SEN policy and provision in the School. The Head of SEND liaises closely on a day to day basis with the Admissions and Examinations offices, as well as Heads of Department, teaching and pastoral staff. The Head of the SEND Department attends regular external training.

Staff training

New staff (including teaching and support staff) receive induction training on working with SEN and disabilities, and how to access guidance on making reasonable adjustments and meeting individual needs; written guidance is available through individual pupils’ records in the School’s Management Information System.

School behaviour and discipline

The School has high expectations for behaviour and takes pride in its well-developed system of pastoral care for social interaction amongst pupils. The School’s rules, anti-bullying policy, and behaviour, rewards and sanctions policy make clear the seriousness of bullying, victimisation and harassment, and all pupils are taught that such behaviour will not be tolerated. The School’s objective is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination.

The School will make reasonable adjustments for managing behaviour which is related to a pupil’s special educational needs or disabilities. Any sanction imposed on a pupil will take account of any disability, special educational need or specific learning difficulty, in keeping with the Equality Act (2010). This is achieved through close liaison between pastoral staff responsible for discipline and the Head of SEND.

Date policy effective from: 26 February 2019
Manchester Grammar School
SEND policy, including support for pupils with Educational Healthcare Plans

Partnership with parents

The School's hope is that all parents/carers will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The Head of SEND and pastoral and teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum might be in their best interests, or if there was a specific concern.

Complaints

The School naturally hopes that a parent/carer will not feel that he/she has cause to complain, but its complaints policy is available here for any parent/carer who wishes to use it. Additionally, all parents/carers of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their child has been discriminated against.

Monitoring and evaluation

The Pastoral Deputy Head is responsible for the on-going monitoring and evaluation of the effectiveness of this policy and its implementation, taking account of feedback from the Head of SEND, pupils and parents/carers.

SMT lead: Pastoral Deputy Head
Lead governor: Mrs J Kingsley

Date reviewed by the Governing Body: 27 March 2019

Next Governing Body review: Lent Term 2022

Date policy effective from: 26 February 2019