**St Annes College Grammar School**




# SEND Policy

Policy Owner: Principal

Responsible lead: SENCo and Principal

Policy version: Approved September 2026

Effective from: 27th September 2026

Next review: September 2027, or sooner following a material change.

## 1. Policy Statement

St Annes College Grammar School (SACGS) is committed to providing an inclusive, nurturing and ambitious educational environment in which every pupil is valued, respected and supported to achieve their individual potential. We recognise that every child is unique and that pupils learn, develop and flourish in different ways. We are committed to identifying and responding to individual needs at the earliest opportunity, removing barriers to learning wherever it is reasonable to do so, and ensuring that pupils with Special Educational Needs and Disabilities (SEND) are able to participate fully in every aspect of school life. Our ethos is founded upon kindness, respect, high expectations and the belief that every child deserves to feel safe, understood and successful. Through positive relationships, adaptive teaching, personalised support and strong partnerships with parents, carers and external professionals, we seek to promote academic achievement, emotional wellbeing, independence and confidence. As a small independent school, SACGS is able to provide a highly personalised educational experience through small class sizes, strong pastoral care and flexible approaches to teaching and learning. We recognise that pupils' strengths and needs differ considerably and therefore avoid a "one size fits all" approach to provision. Support is tailored to the individual profile of each pupil and is reviewed regularly to ensure that it remains effective, proportionate and responsive. We believe that successful SEND provision is the responsibility of the whole school community. Every member of staff shares responsibility for promoting inclusion, recognising individual strengths, adapting teaching appropriately and enabling pupils with SEND to access a broad, balanced and ambitious curriculum. Where a pupil with an EHCP is admitted following consultation and agreement that SACGS can meet need, the school will deliver the special educational provision it has agreed and is commissioned to provide, including the provision specified in Section F that falls within the school's responsibilities. The school will work with the local authority, which retains its statutory responsibility for securing the provision specified in the EHCP, and will raise promptly any concern that provision is unavailable, insufficiently specified or cannot be delivered as planned.

The school values the views, wishes and feelings of pupils and their families. We believe that effective partnership working is fundamental to securing positive outcomes and preparing young people for the next stage of education and adult life.

## 2. Legislative and Regulatory Framework

This policy has been prepared with due regard to the following legislation, regulations and statutory guidance:

- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0–25 Years (January 2015);
- Equality Act 2010;
- Independent School Standards Regulations 2014 (as amended), including:

o Part 1 – Quality of Education;

o Part 3 – Welfare, Health and Safety of Pupils;

o Part 6 – Provision of Information;

o Part 8 – Quality of Leadership and Management;

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children (2026);
- Human Rights Act 1998;
- United Nations Convention on the Rights of the Child;
- Data Protection Act 2018 and Data (Use and Access) Act 2025;

- UK General Data Protection Regulation (UK GDPR);
- Joint Council for Qualifications (JCQ) regulations relating to examination access arrangements (current edition).

SACGS is an independent mainstream school and is not approved under section 41 of the Children and Families Act 2014. The legal duties that apply to particular types of institution under the SEND Code of Practice must be distinguished from duties that apply directly to SACGS. We use the Code to inform practice and comply with the Equality Act 2010, the Independent School Standards and the terms of each agreed placement. The school fully recognises its duties under the Equality Act 2010 to avoid unlawful discrimination, harassment and victimisation and to make reasonable adjustments for disabled pupils where required. SACGS is committed to promoting equality of opportunity, fostering an inclusive culture and ensuring that disabled pupils are not placed at a substantial disadvantage compared with their peers. SACGS complies with all of the legal duties applicable to the school under the Equality Act 2010, safeguarding legislation, the independent school standards and any contractual or commissioning arrangements relating to individual pupils. The school has due regard to the SEND Code of Practice as national guidance. The school also recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Pupils with SEND may face additional barriers to recognising, reporting or disclosing abuse and may be at increased risk of harm. Staff are expected to remain vigilant to these additional vulnerabilities and to respond in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

## 3. Aims and Principles

The aims of this policy are to ensure that the school:

- identifies pupils with SEND at the earliest appropriate opportunity;
- provides high-quality adaptive teaching that enables all pupils to access learning and make progress;
- removes barriers to learning through appropriate reasonable adjustments and personalised educational provision;
- promotes the full inclusion of pupils with SEND in every aspect of school life;
- ensures that pupils with SEND have access to a broad, balanced and ambitious curriculum;
- works collaboratively with pupils, parents or carers, local authorities and external professionals;
- ensures that provision is evidence-informed, regularly monitored and reviewed;
- supports pupils to develop confidence, resilience, independence and self-advocacy;
- prepares pupils effectively for future education, employment, independent living and participation within society, where appropriate;
- fulfils its duties under the Equality Act 2010 and the Independent School Standards;
- promotes a culture in which every pupil feels safe, respected, valued and able to flourish.

To achieve these aims, the school is guided by the following principles.

### Inclusive Education

We believe that every pupil should have the opportunity to participate fully in school life and to experience success. Diversity is valued and individual differences are recognised as strengths. Wherever it is reasonable to do so, barriers to learning are identified and removed through adaptive teaching, personalised provision and appropriate reasonable adjustments.

### High Aspirations

The school maintains high expectations for every pupil regardless of their starting point or identified needs. Appropriate support should enable pupils to become increasingly confident, resilient and independent learners whilst achieving the highest outcomes of which they are capable.

### Early Identification

Early identification enables support to be implemented promptly and effectively. The school therefore adopts a graduated, evidence-informed approach to identifying emerging needs through ongoing assessment, careful monitoring, collaboration with families and, where appropriate, specialist advice.

### Individualised Provision

Every pupil is unique. Educational provision is planned around individual strengths, needs, aspirations and desired outcomes rather than diagnostic labels alone. Provision is reviewed regularly and adapted in response to changing needs and evidence of progress.

### Partnership Working

Positive outcomes are achieved through strong partnerships between pupils, parents, school staff, local authorities and external professionals. Parents are recognised as experts in understanding their child, and pupil voice is central to planning and reviewing support.

### Preparation for Adult Life

Where appropriate, provision is designed to develop independence, communication, resilience, emotional wellbeing, self-advocacy and the wider knowledge and skills required for successful participation in further education, employment and adult life.

## 4. Definition of Special Educational Needs and Disabilities

(SEND) In accordance with Section 20 of the Children and Families Act 2014, a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. The term SEND is used throughout this policy to refer collectively to special educational needs and disabilities. A child or young person has a learning difficulty or disability if they:

- have 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 generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for pupils of the same age. The school recognises that some pupils may have disabilities within the meaning of the Equality Act 2010 without necessarily having SEND. Equally, some pupils with SEND may not meet the legal definition of disability. Each pupil is considered individually and appropriate educational provision and reasonable adjustments are determined according to identified need rather than diagnosis alone. The four broad areas of need described within the SEND Code of Practice are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health (SEMH);
- Sensory and/or Physical Needs.

These broad areas are used to assist planning and should not be regarded as fixed categories. Many pupils experience needs across more than one area. SACGS therefore plans provision according to each pupil's individual profile of strengths, needs and aspirations rather than diagnostic labels alone. The school recognises that behaviour may be a form of communication and seeks to understand and address the underlying causes of behaviour rather than responding solely to the behaviour itself.

## 5. English as an Additional Language (EAL)

St Annes College Grammar School recognises that some pupils speak English as an Additional Language (EAL). The school values linguistic and cultural diversity and seeks to ensure that pupils with EAL are fully included in all aspects of school life.

A pupil will not be regarded as having Special Educational Needs solely because English is not their first language or because they are learning English as an additional language. The school carefully distinguishes between difficulties arising from limited English language proficiency and those resulting from an underlying Special Educational Need or disability. Where concerns exist that a pupil may have SEND in addition to EAL, assessment will take account of the pupil's language development, educational history, previous attainment and information provided by parents and, where appropriate, external professionals. Teaching staff use adaptive teaching strategies to support pupils with EAL and work collaboratively with families to promote successful language development and full access to the curriculum.

*Alternative Means of Communication*

The school recognises that some pupils may communicate most effectively through visual supports, symbols, assistive technology, augmentative and alternative communication (AAC) or other communication methods. Staff seek to use communication approaches appropriate to each pupil's individual needs. Staff who work with a pupil using AAC or another individual communication system will receive information, guidance and training proportionate to their role and the pupil's needs. The school will ensure that sufficient trained staff are available to support the pupil safely and consistently.

## 6. Admissions

St Annes College Grammar School welcomes applications from pupils with SEND and seeks to ensure that admissions decisions are fair, transparent and centred upon the best interests of the child or young person. As an independent mainstream school, SACGS considers each application individually. Decisions are based upon whether the school is satisfied that it can meet the pupil's educational needs, provide appropriate support, safeguard the wellbeing of the pupil and others, and maintain the efficient education of all pupils. Where a pupil has an Education, Health and Care Plan (EHCP), the school will respond to local authority consultation requests promptly and with regard to the legal framework applicable to this independent, non-section 41 school.

Consultation responses are based upon careful consideration of all available evidence, including the EHCP, professional advice, previous educational information and, where appropriate, meetings or transition visits. Admission to the school does not depend upon a particular diagnosis. Each pupil is considered as an individual, recognising that pupils with similar diagnoses may present with very different strengths, needs and educational profiles. Where the school agrees that it can meet a pupil's needs, appropriate transition arrangements will be planned to support successful admission and integration into school life.

## 7. Roles and Responsibilities

The effective education of pupils with Special Educational Needs and Disabilities (SEND) is a whole-school responsibility. All members of the school community have an important role in ensuring that pupils with SEND receive high-quality educational provision, appropriate support and equal opportunities to participate fully in school life.

### The proprietor

The registered proprietor is St Annes College Ltd. The proprietor retains legal and strategic responsibility for the quality of SEND provision, compliance with the Independent School Standards, fulfilment of duties under the Equality Act 2010 and the effective implementation of this policy.

The proprietor will:

- promote an inclusive culture throughout the school;
- monitor the effectiveness of SEND provision and pupil outcomes;

- ensure that appropriate policies are reviewed regularly;
- ensure that sufficient staffing, training and resources are available to meet identified needs;
- receive reports regarding SEND provision, outcomes and statutory compliance; and
- support continuous improvement in the quality of SEND provision.



### The Principal

The Principal is responsible for the operational leadership and day-to-day management of SEND across the school and is accountable for ensuring that the school's strategic commitments are implemented effectively.

The Principal will:

- ensure that this policy is implemented consistently across the school;
- promote an inclusive ethos and high aspirations for all pupils;
- ensure appropriate staffing, training and resources are available;
- monitor the quality and effectiveness of SEND provision;
- work closely with the SENCo, senior leaders and pastoral staff to monitor outcomes;
- ensure compliance with the Equality Act 2010, Independent School Standards and safeguarding requirements;
- support effective partnership with parents, local authorities and external professionals;
- oversee responses to local authority consultations where appropriate; and
- ensure that provision for pupils with EHCPs is appropriately planned, monitored and reviewed.
- ensure that SEND provision, compliance, outcomes and identified areas for improvement are formally reviewed; and recorded through the school's governance and quality- assurance arrangements. The Principal is a director of the proprietor company. Operational leadership and the company's statutory responsibilities remain distinct. The Advisory Body and appropriate external professional advice support scrutiny of SEND provision.

### SENCo and SEND team

The school's SENCo coordinates SEND provision day to day, supported by designated deputy and specialist staff according to the current staffing structure. The Principal retains operational oversight. The school maintains a current internal role and delegation record so that staff and families know who is responsible for each pupil and each EHCP provision item.

Responsibilities include:

- overseeing the identification of pupils with SEND;
- maintaining and reviewing the SEND Register;
- coordinating assessments and referrals where appropriate;
- developing, implementing and reviewing Individual Learning Plans (ILPs);
- supporting teachers in planning appropriate provision;
- monitoring the quality and impact of interventions;
- coordinating provision specified within Education, Health and Care Plans (EHCPs);
- organising and contributing to Annual Reviews and interim reviews where required;
- liaising with parents, local authorities and external professionals;
- coordinating examination access arrangements in collaboration with the school's qualified specialist assessor and Head of Centre;
- supporting transition arrangements;
- identifying staff training needs and contributing to continuing professional development; and
- evaluating the effectiveness of SEND provision across the school.

### Teaching Staff

Every teacher is a teacher of pupils with SEND.

Teaching staff are responsible for:

- delivering high-quality adaptive teaching that enables all pupils to access learning;
- maintaining high expectations for every pupil;
- recognising and responding to individual learning needs;
- implementing the strategies identified within ILPs and EHCPs;
- monitoring academic progress, wellbeing and engagement;
- identifying emerging concerns promptly and discussing them with the Learning Support Department;
- contributing to review meetings and assessment processes; and
- working collaboratively with Learning Support staff, parents and external professionals where appropriate.

Teachers retain responsibility for the progress and attainment of all pupils within their classes, including where support is delivered by Special Support Assistants (SSAs) or other staff.

### Learning Support Staff

Special Support Assistants (SSAs) and other support staff play an important role in enabling pupils to access learning whilst promoting independence.

Learning Support staff will:

- deliver agreed interventions and targeted support;
- facilitate access to learning within lessons;
- encourage pupils to develop confidence, resilience and independence;
- support communication, emotional regulation and organisation where appropriate;
- provide feedback to teaching staff regarding progress and engagement;
- contribute to ongoing assessment and review processes; and
- work collaboratively with teachers to ensure consistent implementation of agreed strategies.

Support staff work under the direction of teaching staff and the Learning Support Department. Their role is to enhance access to learning and promote increasing independence rather than create unnecessary dependence upon adult support.

### Pastoral Team

The pastoral team (including DDSLs and a qualified Social Worker) works closely with the Learning Support Department to promote pupils' wellbeing, attendance and successful engagement in school life.

Responsibilities include:

- promoting emotional wellbeing;
- supporting attendance and engagement;
- assisting pupils experiencing emotionally based school avoidance (EBSA) or anxiety;
- facilitating successful transitions;
- contributing to behaviour support and emotional regulation planning;
- working collaboratively with families and external professionals where appropriate; and
- ensuring that safeguarding remains central to all planning.

### Parents and Carers

Parents and carers are recognised as essential partners in their child's education.

The school encourages parents to:

- share information regarding their child's strengths, needs and aspirations;
- work collaboratively with staff to support agreed outcomes;
- attend meetings and reviews where appropriate;
- communicate changes that may affect their child's education or wellbeing; and
- contribute to the planning, implementation and review of support arrangements.

### Pupils

The views, wishes and feelings of pupils are central to effective SEND provision.

Pupils are encouraged, in ways appropriate to their age and understanding, to:

- contribute to decisions regarding their education;
- discuss strategies that support successful learning;
- identify their own strengths and aspirations;
- develop confidence, independence and self-advocacy; and
- participate fully in school life.

### Working Together

Effective SEND provision depends upon strong collaboration between pupils, parents, school staff, local authorities and external professionals.

## 8. Identification of Special Educational Needs and Disabilities

St Annes College Grammar School is committed to identifying pupils who may have Special Educational Needs and Disabilities at the earliest appropriate opportunity.

Early identification enables barriers to learning to be addressed promptly and supports positive educational, social and emotional outcomes.

The school recognises that pupils' needs may emerge or change over time. Identification is therefore regarded as an ongoing process rather than a single event.

The school adopts a graduated, evidence-informed approach to identification and does not rely solely upon formal medical diagnosis.

### Identification of Need

Additional needs may be identified through one or more of the following:

- information provided during admission;
- discussions with parents or carers;
- previous school records;
- Education, Health and Care Plans;
- Annual Review documentation;
- reports from Educational Psychologists or other professionals;
- baseline assessments;
- diagnostic assessments;
- ongoing teacher assessment;
- classroom observations;

- attendance information;
- concerns relating to communication, emotional wellbeing, behaviour or social interaction;
- evidence of emotionally based school avoidance (EBSA);
- pupil voice; and
- information shared by external agencies.



The school recognises that pupils with high academic attainment may also have SEND and that slow progress alone does not necessarily indicate SEND.

### Assessment

Where concerns arise, further assessment may be undertaken by the Learning Support Department or appropriate external professionals.

Assessment may include:

- curriculum-based assessment;
- standardised assessment;
- specialist screening;
- classroom observation;
- discussions with staff;
- discussions with parents;
- pupil voice;
- review of previous reports; and
- consultation with external professionals.

Assessment is viewed as an ongoing process which informs educational planning rather than a one-off event.

### The SEND Register

The Learning Support Department maintains a confidential SEND Register.

The Register records pupils requiring SEND provision and enables staff to access information regarding:

- identified areas of need;
- recommended classroom strategies;
- reasonable adjustments;
- examination access arrangements where appropriate;
- current provision mapping;
- evidence of impact; and
- review arrangements.

The Register is reviewed regularly and updated to reflect pupils' changing needs.

Inclusion on the Register is based upon the school's assessment that a pupil requires special educational provision. It is not dependent upon the existence of a formal diagnosis.

### Working with Families

Parents are involved throughout the identification process.

The school values parental knowledge of their child and encourages families to share relevant information regarding strengths, needs, aspirations and professional advice.

Where appropriate, pupils are also actively involved in discussions regarding their own support.

## 9. High-Quality Teaching and the Graduated Approach

High-quality adaptive teaching forms the foundation of effective provision for all pupils, including those with SEND.

Teachers are expected to maintain high expectations for every pupil and adapt teaching to remove barriers to learning wherever reasonably practicable.

Adaptive teaching may include:

- adapting teaching methods;
- modifying learning activities;
- providing visual supports;
- breaking learning into manageable steps;
- adapting the pace of learning;
- providing additional processing time;
- supporting executive functioning;
- using assistive technology where appropriate;
- adapting the learning environment;
- providing sensory regulation opportunities; and
- implementing recommendations made by external professionals and/or SENCos.

Additional interventions complement, rather than replace, high-quality classroom teaching.

### The Graduated Approach

Where additional provision is required, SACGS adopts the principles of the graduated approach described within the SEND Code of Practice.

Assess Information is gathered from assessment, observation, parents, pupils, previous schools, attendance, safeguarding information and professional reports to develop a clear understanding of need.

Plan Appropriate outcomes, strategies and provision are agreed in consultation with parents and, where appropriate, the pupil.

Planning may include:

- classroom adaptations;
- Individual Learning Plans;
- targeted interventions;
- reasonable adjustments;
- pastoral support;
- examination access arrangements; and
- therapeutic recommendations.

Do Teaching staff remain responsible for the progress of every pupil.

Provision is implemented through high-quality classroom practice, supported where appropriate by Learning Support staff and agreed interventions.

### Review

Provision is reviewed regularly through consideration of:

- progress;
- wellbeing;
- attendance;
- engagement;
- pupil voice;
- parental feedback;
- staff observations; and

- external professional advice.

Provision is amended whenever necessary to ensure it remains effective and proportionate.

## 10. Individual Learning Plans (ILPs)

Where a pupil requires ongoing SEND provision, the school will normally develop an Individual Learning Plan (ILP).

The ILP is a practical working document that supports consistent implementation of agreed strategies across the school.

Each ILP may include:

- strengths and interests;
- identified needs;
- agreed outcomes;
- classroom strategies;
- reasonable adjustments;
- sensory regulation strategies;
- communication approaches;
- pastoral support;
- interventions;
- examination access arrangements where appropriate;
- responsibilities of staff; and
- review arrangements.

Teaching staff are expected to familiarise themselves with the ILPs of pupils they teach and implement agreed strategies consistently.

ILPs are reviewed regularly and amended whenever necessary following assessment, review meetings, changes in need or professional advice.

The SENCo undertakes regular monitoring of ILPs through lesson visits, discussion with staff, review of pupil progress and feedback from pupils and parents to ensure that agreed strategies are implemented consistently.

Information contained within ILPs is treated as confidential and managed in accordance with the Data Protection Act 2018, UK GDPR and the school's Data Protection and Privacy Policies.

## 11. Education, Health and Care Plans (EHCPs)

St Annes College Grammar School welcomes applications from children and young people with Education, Health and Care Plans (EHCPs) where, following careful consideration of all available evidence, the school is satisfied that it can meet the pupil's identified needs and deliver the special educational provision required. The school recognises that an EHCP is a statutory document maintained by the local authority. The local authority is responsible for securing the special educational provision specified in Section F, while SACGS is responsible for implementing the provision it has agreed and is commissioned to deliver within the placement, unless otherwise agreed in writing with the local authority and appropriately commissioned or funded. Where a pupil attends SACGS with an EHCP, the school works collaboratively with parents or carers, the local authority and relevant professionals to ensure that the educational provision specified within Section F of the EHCP is implemented effectively, monitored regularly and reviewed in accordance with statutory requirements. The school recognises that every EHCP is unique. Provision is therefore planned according to the individual needs of the pupil rather than diagnostic labels or funding levels. Where appropriate, educational provision is planned with Preparing for Adulthood outcomes in mind, including independent living, community participation, employment and good health.

Responding to local authority Consultations When consulted by a local authority regarding a potential placement, SACGS carefully considers all available information before reaching a decision regarding whether it can meet the pupil's needs. This may include:

- the draft or final Education, Health and Care Plan; 12
- Educational Psychology advice;
- reports from health, social care and therapy professionals;
- Annual Review documentation;
- information from the current educational placement;
- attendance information;
- safeguarding information, where appropriate;
- discussions with parents or carers;
- meetings with the child or young person, where appropriate; and
- transition visits or assessment visits where these are considered beneficial.

When responding to consultations, the school considers whether:

- the pupil's identified needs can be met appropriately within the school's educational provision;
- the provision specified within Section F of the EHCP can be delivered;
- suitable staffing, expertise and resources are available;
- the pupil can access an appropriate curriculum;
- appropriate reasonable adjustments can be implemented;
- the necessary provision can be delivered safely, effectively and sustainably, with appropriate staffing, resources, specialist input and commissioning arrangements in place;
- whether the proposed placement, taking account of reasonable adjustments and available provision, would be compatible with the safe and efficient education of the pupil and other pupils;
- the placement would be suitable, sustainable and in the best interests of the child or young person.

Consultation responses are evidence-based, individualised and made following careful professional consideration. The school will always provide an honest assessment of its ability to meet need and will not indicate that it can meet needs which it reasonably believes it cannot provide safely or effectively.

Delivering Educational Provision Following admission, the SENCo coordinates the implementation of the educational provision required within Section F of the EHCP. Provision may include, where appropriate:

- high-quality adaptive teaching;
- personalised curriculum planning;
- Individual Learning Plans (ILPs);
- reasonable adjustments;
- specialist teaching approaches;
- targeted interventions;
- individual or small-group support;
- programmes recommended by Speech and Language Therapists (SaLT);
- programmes and strategies recommended by Occupational Therapists (OT);
- sensory regulation strategies;
- emotional wellbeing and pastoral support;
- assistive technology;
- examination access arrangements;
- personalised transition arrangements; and
- preparation for adulthood planning, where appropriate.

The school recognises that provision should promote increasing independence wherever possible. Adult support is therefore planned carefully to maximise participation, confidence and long-term independence rather than dependency. Where external professionals provide recommendations, these are considered carefully and, where appropriate, incorporated into educational planning.

Monitoring EHCP Provision Provision is monitored continuously through:

- classroom observations;

- teacher assessment; 13
- review of ILPs;
- attendance and engagement;
- pastoral monitoring;
- pupil voice;
- parental feedback;
- discussions with staff; and
- advice from external professionals.

The SENCo monitors whether provision remains appropriate, effective and consistent with the educational provision specified within the EHCP. Where concerns arise regarding provision or progress, these are reviewed promptly and adjustments made where appropriate.

***Annual Reviews***

The school participates fully in the statutory Annual Review process for all pupils with EHCPs. Annual Reviews provide an opportunity to:

- consider progress towards agreed outcomes;
- review the effectiveness of current provision;
- evaluate whether outcomes remain appropriate;
- consider advice from parents, pupils and professionals;
- identify any changes in educational need;
- recommend amendments to the EHCP where appropriate; and
- plan future educational transitions. Parents, the pupil (where appropriate), the local authority and relevant professionals are invited to contribute to the review process. The school prepares and submits Annual Review documentation to the local authority within statutory timescales.

***Interim Reviews***

The school recognises that some pupils experience significant changes in need between Annual Reviews.

Where appropriate, the school may recommend that the local authority convenes an interim or early review where:

- educational needs have changed significantly;
- outcomes are no longer appropriate;
- provision requires substantial amendment;
- there has been a significant change in placement circumstances;
- new professional evidence becomes available; or
- safeguarding or wellbeing concerns indicate that the current EHCP may no longer accurately reflect need.

Partnership Working Effective implementation of an EHCP depends upon collaborative working between:

- the pupil;
- parents or carers;
- school staff;
- the local authority; and
- relevant external professionals.

The school is committed to maintaining open, honest and constructive communication with all parties and seeks to ensure that decisions remain centred upon the best interests of the child or young person.

## 12. Reasonable Adjustments and Accessibility

St Annes College Grammar School is committed to ensuring that disabled pupils are able to participate fully in every aspect of school life. In accordance with the Equality Act 2010, the school will make reasonable adjustments where required to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers.

Reasonable adjustments are considered on an individual basis. The school recognises that pupils with similar diagnoses may require very different forms of support and therefore avoids adopting standardised approaches based solely upon diagnosis.

***Reasonable Adjustments***

Reasonable adjustments may relate to teaching, assessment, communication, routines or wider participation in school life. Physical access is also considered through the school's accessibility planning and applicable Equality Act duties. Adjustments may include, where appropriate:

- adaptive teaching strategies;
- modified teaching resources;
- differentiated methods of recording work;
- additional processing time;
- visual supports;
- sensory regulation strategies;
- movement breaks;
- adapted seating arrangements;
- quiet working environments;
- access to regulation spaces;
- personalised timetables;
- meet-and-greet arrangements at the beginning and end of the school day;
- individual risk assessments where appropriate;
- personalised transition arrangements;
- examination access arrangements in accordance with current JCQ regulations; and
- other adjustments identified through the pupil's ILP or EHCP.

Adjustments are intended to promote increasing independence whilst enabling pupils to participate fully in learning and the wider life of the school.

***Restorative Practice***

The school recognises that behaviour may communicate unmet need. Behaviour support is based upon understanding the underlying causes of behaviour, promoting emotional regulation, teaching replacement skills and maintaining positive relationships. Wherever possible, proactive and preventative approaches are used to reduce anxiety and support successful participation in learning. SACGS does not use detention as a punitive sanction and does not use seclusion, isolation or removal as punishment. A pupil may, where necessary, be supported away from a situation for regulation, safeguarding or safety purposes, but this must be supervised, proportionate, recorded where required and used for no longer than necessary. The school does not use planned seclusion as a behaviour-management strategy. Any unforeseen situation in which a pupil is prevented from leaving a space must be treated as a serious restrictive intervention, ended as soon as safely possible, reported immediately and subject to safeguarding and senior-leadership review.

**Accessibility**

The school continually reviews accessibility across three key areas.

## Access to the Curriculum

The school seeks to ensure that all pupils can access a broad, balanced and ambitious curriculum through:

- adaptive teaching;
- Individual Learning Plans;
- personalised curriculum planning;
- specialist resources where appropriate;
- reasonable adjustments;
- examination access arrangements; and

- support from the Learning Support Department.

## The Physical Environment

The school reviews the learning environment regularly to maximise accessibility wherever it is reasonable to do so. This includes consideration of:

- classroom organisation;
- lighting;
- acoustics;
- sensory factors;
- safe movement around the school;
- signage;
- access to specialist facilities; and
- individual accessibility requirements.

Improvements are considered through the school's Accessibility Plan.

## Information and Communication

The school seeks to ensure that information is accessible to pupils and families wherever reasonably practicable. Where appropriate this may include:

- adapting written information;
- providing information in alternative formats;
- using visual supports;
- working with interpreters or other professionals where appropriate; and
- ensuring that communication with parents is clear, timely and accessible.

### Accessibility Plan

The school maintains an Accessibility Plan in accordance with the Equality Act 2010. The plan is reviewed periodically by the proprietor and senior leaders and should be read alongside this policy.

Participation in School Life The school believes that inclusion extends beyond access to the classroom. Wherever reasonably practicable, pupils with SEND and disabilities are encouraged and supported to participate fully in:

- educational visits;
- enrichment activities;
- sporting opportunities;
- performances and productions;
- clubs and extracurricular activities;
- leadership opportunities; and
- the wider social life of the school.

Reasonable adjustments will be considered for all aspects of school life so that pupils are able to participate as fully as possible.

## Review of Adjustments

Reasonable adjustments are reviewed regularly through ongoing assessment, discussion with pupils and parents, review of ILPs and EHCPs, and consideration of professional advice. Adjustments may be introduced, amended or withdrawn where appropriate to ensure that they remain effective, proportionate and responsive to the pupil's changing needs.

## 13. Supporting Pupils with Medical Conditions

St Annes College Grammar School recognises that some pupils with Special Educational Needs and Disabilities (SEND) may also have medical conditions which affect their attendance, wellbeing, participation or access to learning. The school is committed to supporting pupils with medical conditions so that, wherever reasonably practicable, they are able to access education safely, participate fully in school life and achieve their educational potential. The school recognises that a medical condition does not automatically constitute a Special Educational Need, although there may be significant overlap between the two. Where a pupil has both SEND and a medical condition, support will be planned in a coordinated manner to ensure that educational, pastoral and medical needs are considered together.

***Individual Medical Needs***

Where appropriate, the school will work with parents, healthcare professionals and the pupil to understand:

- the nature of the medical condition;
- its impact upon learning and participation;
- medication requirements;
- emergency procedures;
- attendance considerations;
- physical access requirements;
- reasonable adjustments;
- any associated emotional or psychological needs.

Information is shared with relevant members of staff on a need-to-know basis to ensure that appropriate support can be provided whilst maintaining confidentiality.

***Individual Healthcare Plans***

Where appropriate, pupils may have an Individual Healthcare Plan (IHP). An Individual Healthcare Plan may include:

- details of the medical condition;
- prescribed medication;
- symptoms requiring intervention;
- emergency procedures;
- staff responsibilities;
- arrangements for educational visits;
- reasonable adjustments;
- communication arrangements with parents and healthcare professionals.

Healthcare Plans are developed in partnership with parents and relevant healthcare professionals where appropriate and are reviewed regularly. Where a pupil also has an Education, Health and Care Plan (EHCP), the Healthcare Plan complements, rather than replaces, the provision described within the EHCP.

***Medication***

The administration of medication is managed in accordance with the school's Supporting Pupils with Medical Conditions Policy and Administration of Medicines Policy. Where medication is required during the school day:

- written parental consent will normally be obtained where appropriate;
- medication will be stored safely and securely;
- appropriate records will be maintained;
- staff administering medication will receive appropriate information or training where required.

Emergency medication, including inhalers, adrenaline auto-injectors and other prescribed emergency medication, will be managed in accordance with individual Healthcare Plans and current medical guidance.

***Attendance and Medical Needs***

The school recognises that some medical conditions may affect attendance. Where attendance is affected by medical needs, the school works collaboratively with parents, healthcare professionals and, where appropriate, the local authority to support continued engagement with education. Where absence becomes prolonged, the school will consider appropriate educational support, transition planning and reintegration arrangements, recognising that successful return to school often requires careful planning and graduated support.

***Educational Visits***

The school is committed to ensuring that pupils with medical conditions are able to participate in educational visits wherever reasonably practicable. Risk assessments are undertaken where appropriate, taking account of:

- medical advice;
- Individual Healthcare Plans;
- parental information;
- medication requirements;
- staffing arrangements;
- accessibility considerations.

Reasonable adjustments will be considered to maximise participation whilst maintaining the safety and wellbeing of all pupils.

***Partnership Working***

Effective support for pupils with medical conditions depends upon close collaboration between:

- pupils;
- parents or carers;
- school staff;
- healthcare professionals; and
- other relevant agencies where appropriate.

The school seeks to maintain clear communication so that support remains responsive to the pupil's changing needs.

## 14. Examination Access Arrangements

St Annes College Grammar School is committed to ensuring that pupils are able to demonstrate their knowledge, understanding and skills in examinations without being placed at a substantial disadvantage because of a disability or Special Educational Need. The school recognises that examination access arrangements are intended to remove barriers to assessment whilst maintaining the integrity, validity and fairness of the examination process. Access arrangements are not intended to provide an unfair advantage. All examination access arrangements are determined in accordance with the current Joint Council for Qualifications (JCQ) Regulations and Guidance and the requirements of the relevant awarding organisations. Where an assessment is required under JCQ regulations, this will ordinarily be undertaken by the school's appropriately qualified Level 7 assessor.

***Roles and Responsibilities***

The Head of Centre has overall responsibility for ensuring that examination access arrangements are managed in accordance with current JCQ regulations. The school's qualified specialist assessor is responsible for carrying out assessments where required and providing appropriate evidence to support applications. The SENCo, teachers, examinations staff and Learning Support Department work collaboratively to ensure that access arrangements accurately reflect each pupil's normal way of working.

Identification of Need The need for examination access arrangements may be identified through:

- classroom observations;
- teacher feedback;
- Individual Learning Plans;
- Education, Health and Care Plans;
- reports from external professionals;

- previous examination arrangements; 18
- specialist assessment;
- evidence of the pupil's normal way of working.

The school recognises that access arrangements should reflect established classroom practice and should not be introduced solely for examinations.

***Assessment***

Where appropriate, pupils may be assessed by the school's qualified specialist assessor in accordance with current JCQ regulations. Assessment evidence is considered alongside:

- classroom evidence;
- teacher observations;
- previous assessments;
- professional reports;
- the pupil's established normal way of working.

Applications for access arrangements are made only where the available evidence satisfies the requirements of the awarding organisations.

***Types of Access Arrangements***

Depending upon eligibility and individual need, arrangements may include:

- extra time;
- supervised rest breaks;
- use of a word processor;
- reader or reading technology;
- scribe or speech recognition technology;
- prompter;
- modified examination papers;
- enlarged papers;
- coloured papers where permitted;
- separate accommodation;
- alternative rooming arrangements;
- practical assistants where permitted; and
- other arrangements approved under current JCQ regulations.

The arrangements approved will always reflect the individual needs of the pupil and the evidence available.

***Normal Way of Working***

Teachers are expected to implement relevant classroom adjustments consistently so that the school can evidence the pupil's normal way of working. Formal examination arrangements will be used in internal assessments where required and appropriate under JCQ regulations. This enables the school to demonstrate that approved examination arrangements reflect the pupil's normal way of working, as required by JCQ.

***Internal Assessments***

Where appropriate, approved examination arrangements are used during internal assessments and mock examinations to:

- familiarise pupils with agreed arrangements;
- evaluate effectiveness;
- maintain consistency with classroom practice; and
- provide further evidence of normal way of working.

***Confidentiality***

Documentation relating to examination access arrangements is treated as confidential. Records are stored securely in accordance with:

- the UK General Data Protection Regulation (UK GDPR);
- the Data Protection Act 2018 and Data (Use and Access) Act 2025;
- JCQ requirements; and
- the school's Data Protection and Privacy Policies.



Information is shared only with members of staff who require it in order to support the pupil appropriately.

***Review***

Access arrangements are reviewed periodically to ensure that they continue to reflect the pupil's current needs and normal way of working. Where needs change significantly, further assessment may be undertaken where appropriate.

***Communication with Parents and Pupils***

The school works closely with pupils and parents throughout the access arrangements process. Where appropriate, pupils and parents will be informed of:

- the purpose of examination access arrangements;
- the assessment process;
- evidence required under JCQ regulations;
- arrangements approved for internal and external examinations.

The school recognises that not every pupil experiencing difficulty in examinations will meet the criteria for formal examination access arrangements. Where formal arrangements are not approved, the school will continue to provide appropriate classroom support and reasonable adjustments wherever possible within the requirements of the relevant awarding organisations.

## 15. Mental Health, Emotional Wellbeing, Attendance and

***Pastoral Support***

St Annes College Grammar School recognises that positive mental health and emotional wellbeing are fundamental to successful learning, attendance, relationships and personal development. The school understands that some pupils with Special Educational Needs and Disabilities (SEND) may experience additional challenges relating to anxiety, emotional regulation, sensory processing, communication, social interaction, self-esteem, trauma, attachment, attention or mental health. These difficulties may affect a pupil's ability to attend school, engage with learning, form relationships or participate fully in school life. SACGS is committed to providing a safe, calm, nurturing and predictable environment in which pupils feel valued, understood and able to seek help. Emotional wellbeing is regarded as a whole-school responsibility and is considered alongside educational progress, safeguarding, attendance and preparation for adult life.

***Whole-School Approach***

The school's approach is underpinned by:

- positive and trusting relationships between pupils and staff;
- high expectations delivered with kindness, consistency and appropriate flexibility;
- a calm learning environment;
- early identification of emerging concerns;
- relational and restorative approaches to behaviour;
- an understanding that behaviour may communicate unmet need;
- appropriate reasonable adjustments;
- collaborative working with families;
- safeguarding awareness; and
- liaison with external professionals where appropriate.

All staff contribute to creating an environment in which pupils feel safe, respected and included.

***Identification of Concerns***

Staff remain alert to signs that a pupil may be experiencing emotional or mental health difficulties. Concerns may arise through:

- changes in behaviour, presentation or relationships;
- reduced engagement with learning;
- increasing anxiety;
- difficulties with emotional regulation;
- withdrawal or social isolation;
- changes in attainment;
- declining or irregular attendance;
- emotionally based school avoidance;
- physical symptoms associated with distress;
- changes in eating, sleeping or self-care;
- information shared by parents or professionals;
- safeguarding disclosures or indicators; or
- the pupil's own expressed concerns.

Mental health difficulties are not automatically treated as SEND. However, where a mental health difficulty has a significant and sustained impact upon learning or access to education, the school will consider whether special educational provision or reasonable adjustments are required. SACGS has access to a qualified counsellor. Counselling arrangements are subject to appropriate consent, confidentiality, safeguarding, professional boundaries and conflict-of- interest arrangements. Where a potential conflict exists because the counsellor holds another role in relation to the pupil, the school will consider whether an alternative practitioner or arrangement is required.

***Pastoral Support***

Pastoral support is tailored to the individual needs of the pupil and may include:

- regular check-ins with a trusted adult;
- meet-and-greet arrangements;
- access to pastoral staff;
- access to the Learning Support Department;
- emotional regulation strategies;
- individual wellbeing or support plans;
- access to an appropriate quiet or regulation space;
- sensory support;
- adapted transitions between lessons or activities;
- support at unstructured times;
- personalised arrangements for arrival or departure;
- communication with parents or carers;
- support with friendships and social interaction;
- restorative conversations;
- personalised reintegration arrangements; and
- referral to external services where appropriate.

Support is reviewed regularly to determine whether it remains effective and proportionate. Where support exceeds the school's ordinarily available provision, the school will discuss the nature, commissioning and funding of that provision transparently with parents and, where applicable, the local authority. Any bursary arrangements are considered separately and do not affect the school's duty to make reasonable adjustments under the Equality Act 2010.

***Learning and Regulation Spaces***

Where appropriate and available, pupils may access provision such as:

- the Learning Support Room;
- Willow or Maple nurture provision;
- sensory facilities;
- the sensory room;
- the sensory garden;
- regulation stations;
- designated quiet spaces; or
- other suitable areas identified within an Individual Learning Plan, Education, Health and Care Plan or pastoral support plan.

Access to these areas is planned according to individual need. Such spaces are intended to support regulation and successful re-engagement with learning and should not ordinarily be used as a substitute for access to education. Pupils may use sensory equipment such as fidget toys in any room at any point during the day. These are provided in many rooms.

***Supporting Attendance***

The school recognises that attendance difficulties may arise as a consequence of a pupil's Special Educational Needs and Disabilities, including emotionally based school avoidance (EBSA), anxiety, sensory differences, medical conditions or difficulties with emotional regulation. Where attendance concerns arise, the school adopts an individualised, graduated and supportive approach, working collaboratively with pupils, parents, local authorities and relevant professionals to identify barriers to attendance and develop appropriate support strategies. Strategies may include personalised transition arrangements, phased reintegration, adapted timetables (where appropriate and time-limited), meet-and-greet arrangements, trusted adults, regulation opportunities and reasonable adjustments. The school seeks to promote sustained attendance whilst recognising that successful reintegration may require careful planning and flexibility.

***Emotionally Based School Avoidance***

The school recognises emotionally based school avoidance (EBSA) as a descriptive term for attendance difficulties associated with emotional distress. EBSA is not treated as a diagnosis and may have a range of underlying causes, including anxiety, SEND, sensory needs, trauma, bullying, unmet educational need, medical difficulties or changes in family circumstances. Where attendance difficulties arise, the school adopts an individualised and supportive approach. Staff seek to understand the barriers affecting attendance rather than assuming that non-attendance is deliberate or wilful. Support may include:

- discussions with the pupil and family;
- identification of barriers to attendance;
- a named or trusted adult;
- meet-and-greet arrangements;
- enhanced transition support;
- reasonable adjustments;
- personalised arrival arrangements;
- access to regulation spaces;
- carefully planned reintegration;
- short-term phased arrangements where appropriate;
- regular review meetings;
- coordination with the local authority; and
- involvement of health, social care or other professionals where appropriate.

Any part-time, phased or adapted timetable must be exceptional, in the pupil's best interests, regularly reviewed and used for the shortest period necessary. It must not be used to manage behaviour, staffing difficulties or the

school's convenience. The school remains committed to promoting full-time attendance wherever appropriate while recognising that sustained reintegration may require careful planning, flexibility and coordinated support.

***Attendance and Safeguarding***

The school recognises that absence from education may be both a symptom of unmet need and a safeguarding concern. Patterns of absence, repeated non-attendance, unexplained absence and sudden deterioration in attendance are considered alongside information concerning SEND, mental health, family circumstances, behaviour and safeguarding. Where concerns arise, information is shared promptly with the Designated Safeguarding Lead, the SENCo, the relevant SEND staff, the deputy DSLs, pastoral staff and other relevant professionals in accordance with the school's Safeguarding and Child Protection Policy and Attendance Policy.

***Behaviour, Regulation and Positive Support***

The school recognises that behaviour may communicate anxiety, distress, sensory overload, communication difficulty, trauma, frustration or an unmet educational need. Staff seek to:

- identify triggers and underlying causes;
- use proactive and preventative strategies;
- reduce unnecessary anxiety;
- teach emotional regulation and replacement skills;
- maintain clear and consistent boundaries;
- make appropriate reasonable adjustments;
- restore relationships following incidents; and
- promote increasing independence and self-regulation.
- respond promptly and sensitively to requests to use the toilet, taking account of dignity, medical needs, safeguarding, supervision and any individual plan;
- facilitate agreed movement, regulation or sensory breaks and, where appropriate, proactively prompt their use in accordance with the pupil's individual plan. SEND does not remove the need for appropriate expectations or boundaries. However, the school considers whether a pupil's disability, additional needs, communication profile or unmet provision may have contributed to behaviour and whether reasonable adjustments are required.

***Restrictive Interventions, Including the Use of Reasonable Force***

St Annes College Grammar School seeks to prevent and minimise the need for restrictive intervention through positive relationships, appropriate reasonable adjustments, early identification of need, environmental adaptation, clear communication, de-escalation and individualised support. The school does not use planned physical restraint or restrictive intervention as a routine behaviour-management strategy. It is not ordinarily part of the school's educational or pastoral provision. The school recognises, however, that all members of school staff have a legal power to use reasonable force in limited circumstances. This power may arise where immediate action is reasonably necessary to prevent a pupil from:

- causing injury to themselves or another person;
- preventing a pupil from committing, or continuing conduct that the member of staff reasonably believes may constitute, a criminal offence;
- causing damage to property; or
- causing serious disorder.

Nothing in this policy prevents a member of staff from taking proportionate action in an unforeseen emergency where intervention is immediately necessary to protect a pupil or another person from harm. Any use of force must:

- be lawful, necessary and proportionate;
- be used only where less restrictive approaches are unlikely to be effective or there is insufficient time to use them;
- involve no more force than is reasonably necessary;
- continue for no longer than is necessary;
- never be used as a punishment, sanction or means of securing compliance;

- preserve the pupil's safety and dignity as far as possible; and
- take account of the pupil's age, communication, disability, medical needs, emotional state and any known trauma or sensory needs. 23

In an emergency, any member of staff may use such reasonable and proportionate force as is immediately necessary to prevent harm, acting within the limits of their competence and the circumstances confronting them. Where practicable, staff should summon assistance, remove other pupils from danger, use verbal de-escalation and avoid physical intervention. Staff must not use planned restraint techniques for which they have not been trained. This does not prevent a member of staff from taking immediate, proportionate action in an unforeseen emergency where this is reasonably necessary to prevent serious harm and no safer alternative is available. Following any incident involving force, restraint or seclusion:

- the pupil and staff involved must receive appropriate immediate support;
- any injury or medical concern must be addressed promptly;
- the incident must be reported immediately to the Principal and Designated Safeguarding Lead;
- a written record must be completed as soon as practicable, ideally on the same day;
- parents or carers must be informed as soon as practicable and normally on the same day, unless doing so would be likely to place the pupil at risk of significant harm;
- safeguarding implications must be considered;
- the pupil's views should be sought in an accessible manner;
- the incident, antecedents and de-escalation strategies must be reviewed; and
- relevant risk assessments, Individual Learning Plans, behaviour support plans or other arrangements must be amended where necessary.

The school follows the statutory recording and reporting requirements for significant incidents of force, seclusion and restraint effective from April 2026. Records include the circumstances of the incident, why intervention was considered necessary, de-escalation attempted, the nature and duration of the intervention, any injury, post-incident support and follow-up action. For the purposes of recording and reporting, a significant incident includes any use of force or other restrictive intervention that results in injury or distress, involves more than minimal contact, restricts a pupil's movement or liberty, continues beyond a momentary intervention, or is otherwise considered significant in the circumstances. Where there is doubt, the incident should be recorded. The Principal and the proprietor monitor any use of restrictive intervention to identify patterns, ensure legal and policy compliance, review equality and safeguarding implications and determine whether further training, support or changes to provision are required.

***Safeguarding Pupils with SEND***

The school recognises that pupils with SEND may face additional safeguarding vulnerabilities and barriers to disclosure. These may include:

- assumptions that indicators of abuse relate to a pupil's disability or behaviour;
- communication difficulties;
- social isolation;
- dependence upon adults for personal care or support;
- increased exposure to bullying or child-on-child abuse;
- difficulty recognising unsafe situations;
- difficulty understanding boundaries;
- reduced confidence in reporting concerns; or
- concern that they will not be believed.

Staff must not assume that changes in behaviour, emotional distress, injuries, attendance difficulties or withdrawal are simply consequences of SEND. Safeguarding concerns, including child-on-child abuse, should be considered even when a child has difficulty communicating or identifying abuse. Staff must read KCSIE 2026 Part One in full and follow the school's safeguarding reporting procedures. Pupils must be provided with accessible and appropriate opportunities to communicate worries or make disclosures. This may include the use of visual supports, simplified

language, symbols, assistive technology, augmentative or alternative communication, a trusted adult or another communication method suited to the pupil.

Any safeguarding concern must be reported promptly to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead in accordance with the school's Safeguarding and Child Protection Policy. The SENCo, pastoral team and safeguarding leads work collaboratively where SEND, attendance, behaviour, mental health and safeguarding concerns overlap.

***External Support***

Where appropriate, the school may liaise with or refer to external professionals, including:

- Child and Adolescent Mental Health Services (CAMHS);
- Educational Psychologists;
- GPs, paediatricians and other medical practitioners;
- counsellors or therapists;
- Speech and Language Therapists;
- Occupational Therapists;
- social care services;
- the police;
- Operation Encompass where applicable;
- Early Help services; and
- other relevant agencies.

Recommendations are considered carefully and incorporated into school planning where appropriate, practicable and within the school's educational role. The school does not represent educational pastoral support as a substitute for specialist clinical assessment or treatment.

***Partnership with Parents***

Parents and carers are encouraged to share relevant information regarding their child's emotional wellbeing, mental health, attendance and changing circumstances. The school seeks to work constructively with families to:

- identify concerns early;
- agree consistent support strategies;
- monitor progress;
- respond to changes in need; and
- obtain appropriate external support where necessary.

Where safeguarding concerns arise, the school may need to share information or take action without prior parental consent where lawful and necessary to protect a child.

***Promoting Resilience and Independence***

The school seeks not only to respond to difficulties but also to promote pupils' long-term resilience, confidence and independence. Pupils are supported to develop:

- emotional literacy;
- self-awareness;
- communication skills;
- self-advocacy;
- coping and regulation strategies;
- positive relationships;
- problem-solving skills; and
- confidence in seeking help.

Support is designed, wherever possible, to increase the pupil's capacity to participate independently and successfully in school life.

## 16. Partnership with Parents, Pupils, Local Authorities and External Professionals

St Annes College Grammar School recognises that effective provision for pupils with SEND depends upon strong, respectful and constructive partnerships. The school seeks to work collaboratively with:

- pupils;
- parents and carers;
- local authorities;
- previous and receiving educational settings;
- health professionals;
- social care professionals; and
- other agencies involved in supporting the pupil.

The interests, welfare and educational outcomes of the child or young person remain central to partnership working.

**Working with Parents and Carers**

Parents and carers have valuable knowledge of their child's strengths, needs, communication, interests, experiences and aspirations. The school aims to:

- establish open and constructive relationships with families;
- communicate clearly regarding progress, wellbeing and provision;
- involve parents in planning and reviewing SEND support;
- seek parental views when developing or reviewing Individual Learning Plans;
- invite parental contribution to EHCP reviews;
- consider professional reports and information supplied by families;
- explain school decisions clearly;
- respond to concerns in a timely manner; and
- work towards agreed outcomes wherever possible.

Parents are encouraged to:

- share relevant information with the school;
- inform the school of significant changes in need or circumstances;
- attend review meetings;
- contribute to agreed support strategies; and
- raise concerns at an early stage.

Open communication does not require all parties to agree in every instance. Where professional views differ, the school will explain its assessment and record the evidence upon which decisions are based.

***Pupil Voice and Participation***

The views, wishes and feelings of pupils are central to effective SEND practice. Pupils are encouraged, in ways appropriate to their age, development and communication needs, to contribute to discussions regarding:

- their strengths and interests;
- their experience of school;
- barriers to learning;
- strategies and adjustments that help them;
- their Individual Learning Plan;
- EHCP outcomes;
- review meetings;
- curriculum choices;
- transition;
- preparation for adult life; and
- their aspirations for the future.

The school recognises that pupil participation may need to be supported through:

- visual materials;
- simplified language;
- advance preparation;
- alternative communication;
- written views;
- one-to-one discussion;
- contribution through a trusted adult; or
- another appropriate method.

A pupil's views are taken seriously while being considered alongside their age, understanding, welfare, assessed needs and the school's professional responsibilities.

***Working with Local Authorities***

Where appropriate, the school works collaboratively with local authorities in relation to:

- Education, Health and Care Needs Assessments;
- requests for advice or information;
- placement consultations;
- Education, Health and Care Plans;
- Annual Reviews;
- interim or early reviews;
- funding and commissioned provision;
- attendance;
- safeguarding;
- transition planning;
- transport where relevant; and
- preparation for adulthood.

The school seeks to provide accurate, timely, specific and evidence-based information. Where the school considers that an EHCP no longer accurately describes a pupil's needs, outcomes or required provision, it will raise this through the appropriate review process. Where the school believes that additional provision is required beyond that currently specified or commissioned, it will communicate this clearly to the local authority and parents.

***Working with External Professionals***

The school may work with external professionals including:

- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- physiotherapists;
- specialist teachers;
- sensory support services;
- mental health professionals;
- paediatricians and medical practitioners;
- social workers;
- Early Help practitioners;
- careers advisers; and
- other relevant professionals.

Professional recommendations are considered alongside:

- the pupil's educational presentation;
- information from parents and the pupil;

- the school environment;
- available evidence; 27
- health and safety;
- statutory and contractual responsibilities; and
- the school's capacity to implement the recommendation appropriately.

Where recommendations form part of Section F of an EHCP and the school has accepted the placement, provision will be planned accordingly. Where recommendations are advisory rather than specified provision, the school will consider how they may reasonably be incorporated into educational practice.

***Therapy and Clinical Provision***

The school distinguishes between:

- educational strategies or programmes implemented by school staff following professional advice; and
- direct clinical therapy delivered by an appropriately qualified practitioner.

School staff may implement therapeutic recommendations or programmes where:

- this forms part of the pupil's agreed educational provision;
- staff have received sufficient information, guidance or training;
- responsibilities are clear; and
- implementation is educationally appropriate and safe.

The school will not describe staff as delivering clinical therapy unless they are appropriately qualified and commissioned to do so. Where direct therapy is commissioned or delivered by external professionals, the school will work collaboratively to facilitate educational recommendations. School staff may implement programmes or strategies recommended by therapists where this forms part of the agreed educational provision and staff have received appropriate guidance.

***Consent and Information Sharing***

The school normally seeks parental consent before making non-statutory referrals or sharing information with external professionals. However, consent is not required where:

- there is a safeguarding concern;
- information must be shared to protect a child;
- there is a legal obligation;
- a statutory function requires the information; or
- another lawful basis applies.

The school will share relevant information in a proportionate and secure manner and will record significant decisions regarding information sharing.

***Resolving Differences***

The school believes that concerns are best addressed through timely communication and professional discussion. Where disagreement arises, the school will seek to:

- clarify the concern;
- consider the available evidence;
- hear the views of the pupil and parents;
- explain the school's assessment;
- identify agreed actions where possible;
- record decisions and responsibilities; and
- review outcomes.

Where concerns cannot be resolved informally, parents may use the school's Complaints Policy or any applicable statutory route relating to an EHCP or local authority decision.

## 17. Transition and Preparation for Adulthood

The school recognises that transitions can present particular challenges for pupils with SEND. Transition planning is therefore approached as an individual process and may relate to:

- entry into SACGS;
- movement between classes or year groups;
- transition between the junior and senior phases;
- changes in staff, rooms or routines;
- return following prolonged absence;
- movement into examination courses;
- transition beyond Year 11;
- movement to further education, training or employment; or
- transfer to another educational setting.

Entry to SACGS Where appropriate, transition into SACGS may include:

- consultation with parents or carers;
- liaison with the previous setting;
- review of reports, assessments and plans;
- meetings with the pupil;
- additional visits, including taster days;
- gradual familiarisation;
- transition photographs, maps or visual information where required, such as social stories;
- introduction to key adults;
- identification of regulation needs;
- transport planning where relevant;
- risk assessment;
- an initial support plan; and
- review following admission.

The extent and duration of transition arrangements are determined according to individual need. Transition arrangements do not constitute confirmation that the school can meet need unless and until an offer of a place has been formally made through the appropriate admissions or consultation process.

***Internal Transition***

When pupils move between classes, phases or key stages, relevant information is shared with staff who require it. Planning may include:

- staff briefings;
- pupil profiles or transition passports;
- visits to new rooms;
- introduction to new staff;
- familiarisation with routines;
- review of reasonable adjustments;
- curriculum planning;
- updated risk assessments;
- revised pastoral support; and
- review of the Individual Learning Plan.

***Transition Following Absence***

Pupils returning following prolonged absence, ill health, anxiety or emotionally based school avoidance may require a personalised reintegration plan. This may include:

- a return-to-school meeting; 29
- identification of barriers;
- gradual reintroduction to routines;
- a trusted adult;
- meet-and-greet arrangements;
- temporary reasonable adjustments;
- carefully planned access to lessons;
- regulation support;
- home-school communication; and
- regular review.

Reintegration arrangements are designed to support a sustainable return to education and should remain under active review.

***Transition to Another Setting***

Where a pupil transfers to another school, college or provider, the school seeks to support continuity by:

- liaising with the receiving setting;
- sharing relevant educational and safeguarding information lawfully;
- contributing to transition meetings;
- supporting visits where appropriate;
- explaining the change to the pupil;
- providing current plans and professional reports; and
- supporting the pupil to express their views and concerns.

Safeguarding information is transferred separately, securely and in accordance with statutory guidance and school procedures.

***Preparation for Adulthood***

Preparation for adulthood is relevant throughout education but becomes increasingly important as pupils approach secondary and post-16 transition. Where appropriate, planning considers the four broad Preparing for Adulthood themes:

- further education, training and employment;
- independent living;
- participation in society and the community; and
- maintaining good health.

Provision may include opportunities to develop:

- communication;
- self-advocacy;
- decision-making;
- independence;
- organisation;
- travel awareness;
- personal safety;
- financial understanding;
- employability;
- social interaction;
- healthy relationships;

- emotional regulation; 30
- daily living skills; and
- understanding of available support.

Preparation for adulthood is personalised and reflects the pupil's age, needs, aspirations, abilities and EHCP outcomes where applicable.

***Careers Guidance***

Pupils with SEND receive appropriate access to careers education, information, advice and guidance. Reasonable adjustments are made where required to ensure that pupils can:

- understand available pathways;
- explore realistic and ambitious options;
- participate in careers activities;
- express their aspirations;
- access work-related learning where appropriate; and
- make informed decisions about future education, training or employment. Careers planning is coordinated with EHCP transition planning where relevant.

***EHCP Transition Reviews***

For pupils with EHCPs, transition and preparation for adulthood are considered through the Annual Review process. Reviews should:

- consider the pupil's aspirations;
- assess progress towards existing outcomes;
- identify future provision;
- consider the suitability of the curriculum;
- plan for the next phase;
- identify responsible agencies; and
- recommend amendments where required.

The school provides clear evidence and recommendations to the local authority but does not itself determine amendments to or placement under an EHCP.

## 18. Monitoring, Evaluation and Quality Assurance

The school is committed to ensuring that SEND provision is implemented effectively and results in meaningful outcomes for pupils. Monitoring considers both compliance and impact. The existence of a policy, plan or intervention is not treated as sufficient evidence of effectiveness unless it is implemented consistently and supports positive outcomes.

***Monitoring Provision***

SEND provision may be monitored through:

- lesson visits and observations;
- scrutiny of Individual Learning Plans;
- review of EHCP provision;
- curriculum planning;
- intervention records;
- pupil progress information;
- attendance information;
- behaviour and pastoral information;
- safeguarding information where appropriate;
- pupil voice;
- parental feedback;

- staff discussion; 31
- Annual Review documentation;
- external professional advice; and
- review of reasonable adjustments.

***Evaluation of Impact***

The impact of provision is considered in relation to:

- progress from the pupil's starting point;
- progress towards ILP or EHCP outcomes;
- curriculum access;
- attainment;
- attendance;
- engagement;
- communication;
- emotional wellbeing;
- relationships;
- regulation;
- confidence;
- independence;
- participation in school life; and
- successful transition.

Impact is assessed according to the individual pupil's needs and intended outcomes. It is not measured solely through academic attainment.

***Oversight by the SENCo***

The SENCo maintains oversight of:

- the SEND Register;
- Individual Learning Plans;
- agreed interventions;
- EHCP provision;
- Annual Reviews;
- staff guidance;
- specialist recommendations;
- transition arrangements; and
- examination access arrangements in collaboration with the relevant staff.

The SENCo reports concerns, patterns and development priorities to the Principal and senior leadership.

***Principal and Proprietor Oversight***

The Principal and the proprietor maintain strategic oversight of the quality and effectiveness of SEND provision. This may include consideration of:

- pupil outcomes;
- the effectiveness of leadership;
- implementation of policy;
- staffing and resources;
- staff training;
- parent and pupil feedback;
- complaints and concerns;
- safeguarding patterns;
- attendance;

- equality and accessibility; 32
- compliance with the Independent School Standards; and
- areas for development.

Where shortcomings are identified, appropriate action must be taken promptly and monitored to completion. The proprietor receives evidence of implementation as well as assurance that plans have been written.

***Staff Training and Competence***

The school seeks to ensure that staff possess the knowledge and skills required for their roles. Training may include:

- identification of SEND;
- adaptive teaching;
- autism and communication;
- literacy and numeracy difficulties;
- ADHD and executive functioning;
- sensory processing;
- emotional regulation;
- mental health;
- EBSA;
- safeguarding pupils with SEND;
- medical needs;
- examination access arrangements;
- positive behaviour support; and
- restrictive intervention and de-escalation where relevant to the pupil population and staff role.

Training needs are identified through:

- staff appraisal;
- pupil need;
- monitoring;
- changes in guidance;
- professional recommendations;
- incident review; and
- school development planning.

Training does not replace the need for staff to seek advice when a matter falls outside their competence.

***Review of Interventions***

Interventions are reviewed to determine:

- whether they were delivered as planned;
- whether the pupil engaged;
- whether intended outcomes were achieved;
- whether progress generalised beyond the intervention;
- whether support should continue, change or cease; and
- whether further assessment is required.

Provision will not continue indefinitely without review solely because it has previously been offered.

***Review of this Policy***

This policy is reviewed at least annually and sooner where required by:

- changes in legislation or statutory guidance;
- changes to the Independent School Standards;
- inspection findings;
- tribunal findings relevant to school practice;

- significant changes in provision; 33
- safeguarding reviews;
- identified shortcomings; or
- changes in the needs of the school population.

The proprietor is responsible for ensuring that the policy remains appropriate and is implemented effectively.

## 19. Record Keeping, Confidentiality and Information Sharing

The school maintains clear, accurate and appropriately detailed records relating to pupils with SEND. Records support continuity, accountability, safeguarding, review and evidence-based decision- making.

SEND Records Records may include:

- admissions information;
- previous school records;
- assessment information;
- professional reports;
- Individual Learning Plans;
- Education, Health and Care Plans;
- consultation documents;
- Annual Review paperwork;
- provision records;
- intervention records;
- meeting notes;
- correspondence;
- reasonable-adjustment records;
- examination access-arrangement evidence;
- healthcare information;
- attendance plans;
- risk assessments;
- pupil and parent views; and
- transition information.

Records must distinguish clearly between:

- fact;
- professional opinion;
- information reported by another person;
- agreed action; and
- recommendation.

Significant decisions should record the reasons upon which they were based.

***Accuracy and Updating***

Staff are responsible for ensuring that records they create are:

- accurate;
- objective;
- dated;
- appropriately attributed;
- sufficiently detailed;
- stored securely; and
- updated when circumstances change.

Outdated information should not be relied upon without consideration of whether it remains relevant.

***Confidentiality***

Information relating to SEND is confidential and is shared only where there is a legitimate educational, safeguarding, legal or professional need. Confidentiality does not mean that information can never be shared. Relevant information must be available to staff who require it to teach, support or safeguard the pupil effectively.

Data Protection Personal information is processed in accordance with:

- the UK General Data Protection Regulation;
- the Data Protection Act 2018 and Data (Use and Access) Act 2025;
- the school's Data Protection Policy;
- applicable privacy notices; and
- the school's retention arrangements.

Special-category data, including information relating to health and disability, is handled with particular care.

Information Sharing for Safeguarding Data protection law does not prevent the sharing of information necessary to safeguard or promote the welfare of a child. Where there is a safeguarding concern, staff must not delay reporting or information sharing because of uncertainty about consent or data protection. The Designated Safeguarding Lead will determine appropriate safeguarding information sharing in accordance with the Safeguarding and Child Protection Policy.

***Access by Staff***

Relevant staff are expected to read and understand the information necessary to support pupils they teach or supervise. Access is controlled according to role and need. Staff must not access, discuss, copy or disclose confidential information without an appropriate professional reason.

***Sharing with Parents and Pupils***

Parents may request access to personal information in accordance with data protection law and school procedures. The school will seek to communicate openly while also considering:

- the pupil's rights;
- safeguarding;
- third-party information;
- legal restrictions;
- confidentiality; and
- the best interests of the child.

Pupils are given access to information about their support in a manner appropriate to their age, understanding and communication needs.

***Transfer of Records***

When a pupil transfers to another setting, relevant educational records are shared securely and without unnecessary delay where lawful and appropriate. Safeguarding records are transferred separately in accordance with the school's Safeguarding and Child Protection Policy. The school retains records in accordance with its retention schedule and applicable legal requirements.

## 20. Concerns and Complaints

The school seeks to resolve concerns regarding SEND provision promptly, fairly and constructively. Parents and carers are encouraged to raise concerns at an early stage so that information can be clarified and appropriate action considered.

***Informal Resolution***

Concerns should normally be raised initially with the member of staff most directly involved, such as:

- the class or subject teacher;
- form tutor;

- pastoral lead; 35
- SENCo;
- another appropriate senior member of staff.

Depending upon the nature of the concern, the school may:

- arrange a meeting;
- review the pupil's records;
- observe provision;
- speak with relevant staff;
- seek the pupil's views;
- review the Individual Learning Plan;
- consider professional advice;
- agree actions and timescales; and
- arrange a follow-up review.

## Formal Complaints

Where a concern cannot be resolved informally, parents may use the school's published Complaints Policy. The Complaints Policy sets out:

- the stages of the procedure;
- applicable timescales;
- investigation arrangements;
- escalation routes; and
- arrangements for a complaints panel where required.

The SEND policy does not replace the Complaints Policy.

***Complaints Relating to EHCP Decisions***

Certain decisions relating to an EHCP are made by the local authority rather than the school. These may include decisions concerning:

- whether to undertake an Education, Health and Care Needs Assessment;
- whether to issue an EHCP;
- the content of an EHCP;
- the educational placement named;
- amendments following review;
- refusal to amend;
- cessation of a plan; or
- statutory funding decisions.

Parents should use the relevant local authority disagreement-resolution, mediation, complaint or tribunal route where the disputed decision is one for which the local authority is legally responsible. The school will provide relevant evidence where properly requested and appropriate.

***No Detriment***

A pupil will not be treated less favourably because a parent or pupil has raised a concern or complaint in good faith. The school may, however, take appropriate action where communication becomes abusive, threatening, discriminatory or unreasonably persistent, in accordance with the Complaints Policy.

Learning from Concerns Complaints and concerns are reviewed to identify:

- recurring themes;
- gaps in communication;
- training needs;
- weaknesses in implementation;

- safeguarding implications; 36
- policy changes; and
- opportunities for improvement.

Records of complaints are maintained in accordance with the Complaints Policy and applicable regulatory requirements.

## 21. Linked Policies and Documents

This policy should be read alongside the following school policies and documents, as applicable:

- Accessibility Plan;
- Admissions Policy;
- Administration of Medicines Policy;
- Anti-Bullying Policy;
- Assessment Policy;
- Attendance Policy;
- Behaviour and Relationships Policy;
- Careers Education, Information, Advice and Guidance Policy;
- Children Missing Education procedures;
- Complaints Policy;
- Curriculum Policy;
- Data Protection Policy;
- Educational Visits Policy;
- Equality, Diversity and Inclusion Policy;
- Examinations Policy;
- Examination Access Arrangements procedures;
- First Aid Policy;
- Individual Healthcare Plan procedures;
- Medical Conditions Policy;
- Mental Health and Emotional Wellbeing Policy;
- Missing Child Policy;
- Online Safety Policy;
- Personal, Social, Health and Economic Education Policy;
- Physical Intervention and Restrictive Practice Policy;
- Privacy Notices;
- Records Retention Policy;
- Risk Assessment Policy;
- Safeguarding and Child Protection Policy;
- SEND Information Report;
- Staff Code of Conduct;
- Teaching and Learning Policy;
- Transition procedures; and
- any relevant local authority or commissioning agreement applying to an individual placement.

The following external legislation, regulations and guidance should also be considered where relevant:

- Children and Families Act 2014;
- Equality Act 2010;
- Education (Independent School Standards) Regulations 2014, as amended;

- Special Educational Needs and Disability Code of Practice: 0–25 Years;
- Keeping Children Safe in Education 2026; 37
- Working Together to Safeguard Children 2026;
- Working Together to Improve School Attendance;
- Restrictive Interventions, Including the Use of Reasonable Force in Schools;
- Supporting Pupils at School with Medical Conditions, considered as relevant good- practice guidance alongside the school's applicable statutory and Equality Act duties;
- Joint Council for Qualifications Access Arrangements and Reasonable Adjustments regulations;
- UK General Data Protection Regulation; and
- Data Protection Act 2018 and Data (Use and Access) Act 2025.

Where there is any inconsistency between this policy and a statutory requirement, the applicable statutory requirement will take precedence.