



The Royal School

Wolverhampton

Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs and Disability Policy

1) Aims and objectives

Our SEND policy sets out how The Royal School fully implements national legislation and guidance regarding pupils with SEND, explains the roles and responsibilities of everyone involved in providing for pupils with SEND and sets out our aims for pupils with SEND at our school. As a mainstream school, we take an inclusive approach to primary and secondary education.

At The Royal School we aim to:

- Ensure that reasonable adjustments are made for pupils with a disability and that action is taken to increase access to the curriculum and the environment.
- Ensure that children and young people with special educational needs and disabilities engage in all activities of the school alongside pupils who do not have SEND needs.
- Reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement: <https://www.gov.uk/government/collections/national-curriculum>
- Use our best endeavours to secure special educational provision for pupils for whom this is required and to respond to the four broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health, sensory/physical needs.
- Ensure that children receive appropriate levels of intervention to help them to make progress
- Provide a curriculum that is high challenge for all with scaffolding to support students to access their learning
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Ensure that staff have the expertise to meet pupil need by ensuring that they can access well-targeted professional development.
- Support pupils with medical conditions to be included in all school activities. This involves consultation and collaboration with health and social care professionals in order to meet the medical needs of pupils as and when necessary.
- Help pupils with SEND to fulfil their aspirations and achieve their best, to become confident individuals and to make a successful transition to adulthood.

- Work collaboratively with the Local Authority and other outside agencies to ensure a multi- professional approach to meeting the needs of all vulnerable learners across the school.

2) Vision and Values

At The Royal School, we aspire for all of our learners to access a broad and balanced curriculum and to achieve the best outcomes. We are committed to ensuring that all our pupils have the chance to thrive and we support them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to meet the needs and ability of pupils.

As a mainstream school, The Royal School takes an inclusive approach to secondary education: students are taught and supported within the classroom in mixed ability or broadly streamed groups dependant on subject area. The school is oversubscribed and over capacity significantly reducing the ability to adjust class sizes or offer significant small group intervention or support. Our curriculum approach is based on a high challenge for all approach with scaffolding to support students to access learning. In class support is sometimes provided by a small number of Teaching Assistants but this is not the norm and not always 1-2-1, therefore our primary means of support comes from an inclusive approach from teaching staff and quality first teaching. This allows us to meet the needs of our students requiring additional support in accordance with their EHCP funding in a cost effective and inclusive manner.

In the primary school, we have a similar inclusive approach with mixed ability seating in all of our classrooms and subjects and a broad and balanced curriculum. Where possible, support is provided within the classroom with some opportunities for small group intervention outside of the classroom. Similar to the senior school, our curriculum approach is based on a high challenge for all with scaffolding to support students to access learning. This allows us to meet the needs of our students requiring additional support in accordance with their EHCP funding in a cost effective and inclusive manner.

We aim for learners to feel included, to feel safe, to feel valued and supported, to have their needs understood, to feel confident and proud of their learning, to feel challenged and to feel that they belong (Staff voice, September 2024).

3) Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4) Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations and potential.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5) Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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

Special educational provision is educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6) Roles and responsibilities

There are a number of key adults at The Royal School who have a key role in ensuring that our provision for pupils with SEND is strong:

The Assistant Principal SENDCo

The Assistant Principal SENDCo is Karen Jones

She will:

- Work with the Principal, Members of the Senior Leadership Team, Primary School SENDCo and SEND Governor to determine the strategic development of the SEND provision across the whole of The Royal School
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies working with pupils in the secondary phase and those undergoing EHC assessments.
- Liaise with previous and next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- When a pupil moves to a different school, make sure all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority or school in a timely manner
- Ensure the school keeps the records of all pupils with SEND up to date and accurate
- With the Principal and Leadership team, monitor to identify staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Carry out and oversee internal educational assessment for pupils who require access arrangements and complete applications for these
- Oversee the provision of access arrangements and normal way of working across the school
- Lead on the regular review of SEND provision at Senior School and Primary School
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Senior Leadership Team, identify any patterns in the school's identification of SEN and the progress of pupils, and use these to reflect on and reinforce the quality of teaching

The Principal

The principal is Tom Macdonald

He will:

- Work with the SENDCo, Head of Primary School and SEND governor to determine the strategic development of the SEND provision within the whole of the all through school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Headteacher of the Primary School

The Headteacher of the Primary School is Kathy Jefferson

She will:

- Work with the SENDCo, SEND governor and Primary Leadership Team to determine the strategic development of the SEND provision within the primary phase of the school.
- Have responsibility for the provision and progress of learners with SEN and/or a disability within the primary phase.
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Assistant Headteacher for SEND and Inclusion (Primary School)

Assistant Headteacher for SEND and Inclusion is Edward Smith

In the primary phase he will:

- Work closely with the Assistant Principal SENDCo to ensure a coordinated approach across the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans in the primary phase.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services when dealing with pupils of primary school age.
- Liaise with potential previous and next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Oversee the regular review of SEND provision at Primary School.

The Assistant SENDCO (Senior School)

The Assistant SENDCo is Salinder Sahota.

She will support the SENDCo in all aspects of the operational work at senior school, in particular:

- The preparation of annual reviews for pupils with EHC plans
- EHC reviews of pupils within a phase where significant changes are not anticipated

- Collaboration with outside agencies and professionals such as Outreach Support.
- Oversee and coordinate the regular review of SEND provision at Senior School.
- Liaising with support staff about their timetables
- Attend meetings as appropriate

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Be receptive to requests from outside agencies to observe pupils
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

The SEND Governor

The SEND Governor is Cherry Reynolds.

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the principal, Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Act as a critical friend on all matters related to SEND.

Pastoral and Academic Teams

The pastoral and academic teams are led by the Vice Principals for Teaching and Learning and Safeguarding, Welfare and Personal Development. They collaborate closely with the SENDCo to monitor wellbeing and academic progress of all children, in particular those who have been identified as facing barriers to achievement. Heads of House, Assistant Heads of House and Subject Leads lead on the initial cycle of plan – do – review to address potential SEND needs and inform the SENDCO of ongoing academic and pastoral issues that prevent pupils from accessing the curriculum. Whilst Year and Phase Leads oversee pastoral as well as academic progress at Primary School, at Senior School Subject Leads oversee academic and Heads of House pastoral progress.

4.9 Form and Class/Subject teachers/Subject Leads

Each teacher is responsible for:

- The personal and academic progress and development of every pupil in their class.
- Providing every pupil with work that is accessible and meaningful for them.
- Collaborating with parents and carers to enable them to support their child at home.
- At Primary School to work closely with the SENDCo, phase leaders, year group leads, teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- At Senior School to work closely with heads of house, subject leads, teaching assistants, wellbeing officers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review progress of pupils causing concern to decide on any changes required to provision.
- Ensure that they are familiar with the school's SEND support list, the access arrangements list as well as pupils' individual provision maps.
- Ensuring they follow this SEND policy and SEND information report.

At Primary School, the class teachers have the specific responsibility of monitoring that all pupils in their class are fully included into the academic as well as pastoral life of the school.

At Senior School, form tutors have a specific responsibility of monitoring that all pupils in their class are fully included into the academic as well as pastoral life of the school.

Subject Leads have a particular responsibility of ensuring that the schemes of work are inclusive, and materials used are dyslexia friendly.

Teaching Assistants/Higher Level Teaching Assistants

Teaching Assistants have a crucial role to play in supporting the inclusion and achievement of pupils with special educational needs and disabilities. In essence, they provide:

- support for the pupil
- support for the teacher

- support for the curriculum
- support for the school

The TAs work with the HLTAs, SENDCos and teachers in providing support for children with special educational needs and disabilities across the school. They liaise with class and subject teachers, maintaining records of the children they work with, and attending reviews and meetings as requested. All TAs receive regular CPD and regular training on issues surrounding SEND, EAL and the curriculum.

Teaching Assistants have the responsibility of:

- ensuring that they are aware of the needs of all pupils who they support.
- a point of contact for parents of identified pupils.
- ensuring that seek guidance from the teacher so they are aware of their role in the lessons.
- ensuring that they are fully aware of how to provide SEND intervention programmes and how to record these accurately.
- keeping accurate records of progress as well as ongoing difficulties that pupils encounter.
- keeping accurate notes on pupils' homework habits and engagement with SEND support provided.
- feeding back to the teacher, HLTAs and SENDCo on any difficulties that they might encounter when working with pupils.
- attending meetings as required, including a weekly meeting led by the SENDCo
- ensuring that they support pupils holistically in and outside the classroom. This includes offering support during unstructured times for example by organising games and structured activities when on playground duty.

Parents or carers of pupils with SEND

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEND to achieve their potential.

In accordance with the SEND Code of Practice, the school provides user friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

Parents are supported and enabled to:

- recognise and fulfil their responsibilities as parents and play an active role in their child's education.
- have knowledge of their child's entitlement within the SEND framework.

- make their views known about how their child is educated.
- have access to information, advice and support during assessments and any related decision-making processes about special educational provision.
- invited to termly meetings to discuss their child's targets and provision
- asked to provide information about the impact of SEND support outside school and any changes in the pupils' needs
- have the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- share their views and be part of making decisions about the pupil

In general terms, The Royal School expects all parents to support any SEND intervention programmes that their child receives through school. Parents are therefore expected to:

- ensure that their child regularly completes any homework that is set in relation to any intervention programmes that they may receive.
- ensure that their child attends any intervention support offered on time. In some cases, this might for instance mean that pupils would need to be dropped at school at 8 am for the time that an intervention is offered
- ensure that their child brings along the right equipment needed for school and / or the additional support sessions.
- ensure that they attend review meetings and parent evenings

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions about this support. This might involve the pupil:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings
- giving feedback in the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

The School Nurse (and 0-19 School Nursing Service)

The school nurse and other health services are involved as and when appropriate. The school nurse may be able to provide relevant health-related information and, with parental consent, can arrange for sight, hearing or other medical checks.

The school nurse has the responsibility of:

- Writing any medical support plans for pupils with medical needs.
- Keeping staff updated on any changes in relation to a pupil's medical need.
- Providing appropriate staff training on basic medical emergency support such as EpiPen training on a regular basis and for all new staff when needed.
- Supporting the SEND team with the regular administration of medication and any other medical support that pupils may require.
- Advising staff on matters relating to meeting the medical needs of pupils in the classroom and beyond, e.g., on school trips.

7) The Royal School information report

Our Primary school and Senior school SEND information report can be located on our school website. These set out how this policy is implemented in the school and answers the following questions:

What is the purpose of The Royal School's Information Report?

What are the aims of our provision for pupils with SEN and/or disability?

What kinds of SEND do The Royal School provide for?

How do we know if a pupil may need additional help?

How do we identify pupils with SEND and assess their needs?

What is our approach to teaching pupils with SEND?

What strategies and interventions are used to support learners?

What adaptations to the curriculum and learning environment will we make?

What support will there be for my child's overall emotional and social development?

How do we enable pupils with SEND to participate fully in school life?

How will my child's medical needs be met?

What support is in place for look-after and previously looked-after children with SEND?

How do we involve pupils and parents?

How do we develop the expertise of our staff?

How do we work with other agencies?

How do we ensure that our school's resources are allocated and matched to children's needs?

How do we support pupils moving phases, transferring school or joining our school?

How do we evaluate the effectiveness of our SEND provision?

Who are our key contacts for SEND?

8) Admission and accessibility arrangements

At The Royal School, admission arrangements can be located within the policy section of our school website. This policy provides a detailed overview of our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN.

Our school's accessibility plan can also be located within the policy section of school website – this document provides a detailed overview of the facilities that we provide for pupils with a disability. Our plan covers how we aim to increase the extent to which disabled pupils access our school and participate in our curriculum, how we will improve the physical environment of our school to enable disabled learners to have full access to all of our facilities and how we will improve the availability of accessible information to disabled pupils.

9) Links with other policies and documents

This policy links to the following documents:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Learning, teaching and assessment policy

10) Monitoring and evaluation arrangements

This policy will be reviewed by our Assistant Principal SENDCo and Assistant Headteacher SENDCo each year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board before being shared with parents/carers and added to our school website.