



CAISTOR GRAMMAR SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Full Board of Trustees: March 2026

Last reviewed: January 2026

Signed:

Lucy Jackson

Chair of Trustees

Section 1: Introduction

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

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

At Caistor Grammar School, we recognise that the needs of our students are diverse. We are committed to the removal of barriers to learning for all students regardless of need. We provide a range of strategies to target individual needs within the context of a selective system. We aim to ensure that every student is supported to achieve their potential, both academically and socially, and strive to prepare them for adulthood.

Definition of Special Educational Needs

The SEND Code of Practice (2014) defines special educational needs in the following terms:

A child has a SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

*A child has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age **or** has a disability which prevents or hinders him/her making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice 2014, p4).*

Disabled Children and Young People

Many young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their

ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer (SEND Code of Practice 2014, p5).

At Caistor Grammar School, we recognise that students with such conditions do not necessarily have SEND but that, where a disabled young person requires special educational provision, they will be placed on the school SEND support register.

The Equality Act 2010

As a school, we are committed to:

- Make reasonable adjustments, including the provision of auxiliary aids and services and physical alterations
- Avoid direct, or indirect, discrimination against students and strive to eliminate this (see Equality and Diversity Policy)

Section 2: Our Intent

- Our intent is for all SEND students to experience an engaging and broad curriculum which is challenging and rigorous in the context of our selective School. We aim for the school to be a truly inclusive environment for our SEND students. We aim for students to gain a keen interest and regard for all their subjects throughout their lives. When it comes to SEND students making progress, we understand and support the whole-School curriculum philosophy: the core principle that progress is based on what students know and understand. Our knowledge-engaged curriculum sees knowledge as underpinning and enabling the application of skills for successful progress.
- We aim for all students with SEND to thrive at the School and to become the best versions of themselves.
- We aim for all SEND students to have their barriers to learning identified, and for all staff to work with them to overcome these barriers. We aim for effective transition into the School in order to support this.
- We aim for all staff to have a grounded understanding of the individual needs of our SEND students, and to implement the strategies they have been advised to use through Quality First Teaching, developed through effective CPD, so that all students are supported effectively within and outside the classroom.
- We aim for a graduated approach to support for students with SEND, implemented through a plan, do and review model.
- We aim for SEND students to make good progress throughout their time at the School, and to achieve GCSE and A level results which show good progress within our School's context. Where there are sufficient numbers for the data not to be suppressed, we aim for our SEND students to compare favourably to national comparative figures, again within our context as a selective School.

- We aim for all SEND students to be in a position to make positive choices about their next steps post-16 and post-18, and to go on to further education, training, employment or apprenticeships.
- We aim for the attendance of SEND students to be good, and where possible to be in line with the 95% target for the whole-School.
- We aim to support our SEND students holistically, so that they are able to overcome any pastoral or Safeguarding barriers to learning, and can focus on their progress. This ties in with the School's EAGER to learn model.
- We aim for a good take-up of extra-curricular participation amongst SEND students, so that they can develop their wider educational understanding, and to develop their resilience and social interactions.
- We aim to use outside agencies, where needed, in order to support our students and to develop our understanding of their needs and responses to their barriers for learning.
- We aim to deploy our SEND staff in a way which maximises progress and support for our SEND students.
- We aim to identify quickly any SEND needs of students that emerge during their time at the School.
- We aim to track the progress of our SEND students effectively, so that we can identify successes, and individuals where strategies need to be adapted, so that support is responsive and adapts to changing needs.
- We aim to involve parents in the support of SEND students, so that they are able to provide their input from their knowledge of their children and home circumstances to help overcome any barriers to learning.
- We aim to use resources effectively to target any barriers to learning and to support our SEND students.
- We aim for a high profile of SEND at all levels within the School, whether amongst teaching staff, School meetings, SLT or Trustees.
- We aim to support the Local Authority's SEND strategy.

Section 3: Whole School Special Educational Needs and Disability

As a school, we firmly believe that every teacher should be a teacher of students with special educational needs and disabilities. The SEND Code of Practice clearly states that 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people' (14: 1.24).

The SENCO provides information regarding students on the SEND support register for all staff via individual 'SEND Student Passports' (one page profiles) which contain details on each student's strengths, needs and strategies to support him/her in the classroom. The passports are distributed at the beginning of each academic year and updated at least annually. All teaching

staff are expected to plan in accordance with the information to allow all students with SEND to have full access to the curriculum alongside their peers.

Section 4: Identifying Special Educational Needs (SEND)

The SEND Code of Practice 2014 identifies four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

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 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.</p> <p>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

	<p>difficulties as well as a physical disability or sensory impairment</p>
<p>Social, emotional and mental health</p>	<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>
<p>Sensory and/or physical</p>	<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>

At Caistor Grammar School we recognise that the following may also impact on progress and attainment but do not, by themselves, constitute a special educational need:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in Receipt of Pupil Premium Grant
- Being a Looked After Child/previously looked after child
- Being the child of a Serviceman/woman
- Behaviour

Students' special educational needs may have been identified and met prior to joining Caistor Grammar School. Transition information is important in providing an early response to student needs. The Head of Year 7 liaises with the SENCO, Year 7 tutors, parents and primary schools to ensure smooth transition processes. Where appropriate, the SENCO will communicate directly with primary schools and parents of students with SEND prior to the transition. If it is deemed to be beneficial, an SEND Student Passport for Year 7 will be agreed prior to the September start date.

Throughout all key stages, subject teachers make termly assessments of students' progress. As part of this process, Heads of Section and Heads of Departments seek to identify students who are making less than expected progress given their baseline data, age, ability and individual circumstances. They will then plan and offer a programme of support, which may include some of the following: mentoring by a Learning Support Advisor; subject support sessions; attendance at Homework Club; peer mentoring. If concerns persist, extra intervention may be put in place and where appropriate, an individual external assessment may be requested by the SENCO.

Parents and students are also encouraged to discuss any concerns with, initially, the form tutor if they believe there are SEND issues that have not been previously identified. Similarly, any member of staff can raise a concern regarding potential SEND issues. Such concerns may initially be considered by the tutor (in liaison with the Head of Section). Either way, the SENCO will collate further information from subject teachers as required, before making a decision about whether or not the child requires additional intervention due to a learning difficulty or disability.

Following a referral, the SENCO will gather background information from the student and parents before deciding on the 'next steps'. The SENCO is likely to arrange for an individual assessment to be carried out with the student which may use relevant standardised tests such as reading, spelling, handwriting and cognitive processing assessments. Any decisions taken will be informed by the insights of parents and those of the student. Teachers' comments, school monitoring data and performance in tests of underlying ability will also be taken into account. In

some instances, further investigation may be necessary, such as a referral to a medical professional/ GP or the involvement of other external agencies.

Where it is decided that a student does have a learning difficulty or disability requiring SEND provision, parents will be informed and the decision to put them on the SEND register will be recorded in the school records. A Student Passport will be written, in liaison with the student and their parents, and this will be shared with teaching staff. Decisions regarding the nature of provision (i.e. Monitoring or SEND Support – see below) will be made, based on individual need.

Section 5: Supporting students with special educational needs in school – a graduated approach

The first tier of support for all students in Quality First Teaching in the classroom, which is part of our universal offer. If this is not sufficient, students will be placed on the support list and SEND register at a stage of graduated need:

- **Monitoring** (shown as green on the school support list). This refers to high quality differentiated and personalised teaching in the classroom and where appropriate informed by a student passport. At this stage students are not classed as having SEND as their needs are being met in the classroom without additional intervention.

Where access arrangements for tests and exams are offered, such arrangements should be the normal way of working for students with a learning difficulty or disability and will be included on the student passport. Teaching staff will monitor the appropriateness of such arrangements in their subjects and feed back to the SENCO as required (see Section 6).

In most cases students will be allocated a 'key worker' who will closely monitor their progress and meet with them twice a term. If progress is good and it is felt by the key worker, student and parents that provision is no longer required, the student may be removed from the monitoring list. Alternatively, if it is felt that a higher level of support is needed, the student may be moved to the next level of support and placed on the SEND register. Parents will be informed of any changes.

Students may be placed on the monitoring list due to concerns with social interactions. In this situation a passport won't be required, and staff will be made aware of issues and strategies via the monitoring list.

There may be opportunities for accessing support groups run by a Learning Support Advisor for those students on the monitoring list. Advice from outside agencies to inform strategies for classroom support will also be sought where appropriate.

- **STAGE 1: Monitoring plus** (shown as orange on the school support register) This is the first key step on the graduated approach. Students are not making adequate progress academically (1 standard/grade over a 12-month period) or socially. Intervention /strategies are implemented for approximately 6-12 weeks. The impact is reviewed and if progress is still not being made students will receive further support over a longer period of time.
- **STAGE 2: SEND Support** (shown as yellow on the school support register). This is where, in addition to quality first teaching, further support is given over an extended period of time. This could include individual teaching or regular mentoring appointments with the SENCO or a learning support advisor, one to one support from a sixth form mentor, or classroom support. Students will be placed on the SEND register and parents will be informed

The effectiveness of the support and interventions and their impact on the student's progress will be regularly reviewed by the SENCO in collaboration with the student and parents. If progress is good and it is felt by everyone involved that additional SEND provision is no longer required, the student will be moved to the Monitoring list

- **STAGE 3: EHCP** (shown by red on the school support register). This is targeted support due to an Education, Health and Care Plan. This will usually occur when a student enters the school with an EHCP already in place. However, an application may be made if, despite individualised support, there remains a complex and unmet need. The school will apply, in conjunction with parents and identified professionals, to the local authority who will decide whether there is sufficient need for provision beyond what the school can routinely offer. A Statutory Education and Health Care Plan is reviewed annually to ensure students receive the appropriate intervention.

Section 6: Exams Access Arrangements

Where the SENCO believes that a student may have good reason to qualify, external agencies will be used to verify if this is the case. Where access arrangements for examinations may be needed, the SENCO and exams officer take responsibility for ensuring the organisation of such arrangements following JCQ rules and regulations. Evidence is required from teaching staff to support the arrangement and to show the students is at a significant disadvantage to their peers due to a learning difficulty, disability or SEMH need.

Examples of exams access arrangements provided in school are:

- 25% additional time
- Use of a word processor
- Supervised rest breaks
- Invigilation away from the main examination hall
- Use of coloured paper/coloured overlay
- Prompter

In addition, school will provide any other appropriate access arrangement for examinations based on individual need, teacher evidence, and in line with the current JCQ regulations. Guidelines on the school's criteria for the use of word processors in external exams can be found on the school website.

[JCQ-Parent-guidance-information-sheet-2025_26.pdf](#)

More information about Access Arrangements can be found on the School's website in the SEND section.

Section 7: Involving and supporting students and families

We believe that the views of the student and parents are vital in strengthening the impact of learning support and SEND intervention and seek to actively engage with them as much as possible.

Parents are involved as part of the graduated approach, and their input and views are sought at an early stage. Where a student is placed on the monitoring list, the SENCO or key worker will liaise with parents as and when necessary and there will be the opportunity to meet with the SENCO during parents evening.

Where a student is under 'SEND support', the SENCO or key worker will liaise with parents regularly, at least once a term, to set clear outcomes/targets and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. There will also be the opportunity to meet with the SENCO during parents evening.

Parents of students with a learning difficulty or disability can gain additional information relating by accessing the Lincolnshire Local offer at Lincolnshire Local Authority Family Services Directory online, the North Lincolnshire local offer at : <https://www.northlincs.gov.uk/schools-libraries-and-learning/the-local-offer/> and the North East Lincolnshire Local offer at : <https://sendlocaloffer.nelincs.gov.uk/>

They can also access our school SEND Information Report on the school website. This also contains a link to Lincolnshire's Parent Carer Forum.

Section 8: Supporting Students with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, examinations, school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The Policy for Supporting Students with Medical Conditions can be found on the school website.

Section 9: Mental Health and Wellbeing

At Caistor Grammar School, we aim to promote the mental health and emotional wellbeing of all our students. We understand that it is an important feature of the school to develop emotional resilience and social skills, both through direct teaching (such as PSHEE tutorial lessons), extra-curricular activities and also through our support structures (such as teacher and sixth-form mentoring).

Despite this, we are familiar with the risk factors and warning signs that may indicate that a student is at risk of developing a mental health problem. Both staff and parents are encouraged to share any concerns they may have regarding a student's mental health through our pastoral system. We provide the following strategies in support of students experiencing mental health difficulties:

- Access to a school counsellor
- Access to ELSA (emotional literacy support assistant)
- Time-out space when upset or agitated
- Referrals to the Educational psychologist
- Peer mentoring by sixth-form counsellors
- External referral to Child and Adolescent Mental Health Service (CAMHS)
- Access arrangements for examinations

If a student's mental health difficulties are seriously impacting upon his/her academic progress, the student may be placed on the monitoring list or SEND Register. Mrs Allison Clark (in her role as Designated Safeguarding Lead) and/or the SENCO, as appropriate, will monitor the student's progress and oversee their SEND provision in collaboration with the Head of Section.

If, during the process it is decided that sufficient progress is being made, the student will be removed from the SEND register.

Section 10: Training and resources

SEND in school is funded via the Educational Funding Agency. This may be topped up by local authority funding provided through an individual student's Education, Health and Care Plan.

The School supports the SENCO in attending relevant SEND briefings on the Code of Practice, and any SENCO network meetings as appropriate. Any other relevant training for their role as SENCO is also encouraged by the School.

Learning Support Mentors/advisors are offered training for personal development or on a needs basis. Recent or forthcoming examples of their training include Autism, Safeguarding and Study Skills.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The training needs of staff are identified through the school's self-evaluation process. INSET time is used to address issues when required.

Resources to support students with different learning difficulties and disabilities at School can be found on the staff TEAMS drive.

The SEND training needs of teaching staff are mainly met through dissemination of information relating to individual student needs. Strategies to support students with a range of learning difficulties are distributed to each Head of Department annually in September and are found on individual student passports for easy reference for teachers. Specific training has also been delivered by the SENCO to Heads of Department via the Raising Standards Forum and this has been cascaded to teaching staff during departmental meetings.

The designated Safeguarding Lead Teacher and Deputy Head receive regular training on safeguarding, which is updated as required.

Section 11: Roles and Responsibilities

Although we recognise that all teachers at Caistor Grammar School are teachers of students with special educational needs and disabilities, the following people hold key roles.

Headteacher – Mrs S Buck

SEND trustee – Lucy Jackson

Assistant Head Teaching and Learning – Mr M Croft

SENCO - Mrs F Hargreaves

Designated safeguarding lead - Mrs A Clark

Learning support assistant Mrs K Bignall

Learning Support Assistant and ELSA - Mrs H Burke

6th Form learning mentor – Mrs D Stones

Staff member responsible for managing the medical needs of pupils **Mr D Hargreaves**

Section 12: Accessibility

The school Accessibility Plan is available on the school website - [HE Accessibility Plan.doc](#)

Section 13: Complaints Procedure

Parents who are dissatisfied with the school's provision for the special educational needs or disability of their child should, in the first instance, contact the SENCO to try and resolve difficulties informally. A formal complaint should follow the procedure outlined in the Complaints Policy, copies of which are available on the school website.

Section 14: SEND Information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Section 15: Appendices

<https://www.lincolnshire.gov.uk/send-local-offe>

[School Policies | Caistor Grammar School](#)