



AYLESBURY  
GRAMMAR SCHOOL  
*Founded 1598*

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy is updated and approved by the Governing Body annually.  
This version was approved at the Governors' L&T Committee in May 2024 pending final approval at the FGB in September 2024.

The next update will be due by May 2025

SIGNED: \_\_\_\_\_

Richard Williams (Chairman of Governors)



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(This policy is drawn up with regard to the [Children and Families Act 2014](#), [Equality Act 2010](#) and [Special Educational Needs Code of Practice](#)).

### PERSONNEL

Special Educational Needs and Disability Co-Ordinator (SENDCo) ( <i>National SENCo Award (NASENCo) achieved 2014</i> )	Jane Richards
SEND Advocates on Senior Leadership Team	Lilla Venning & Laura Wilson
SEND Governor	Kevin Hardern
Student Support Officer	Rebekah McLaren
Assistant Student Support Lead	Emily Millar
Senior Student Support Assistant	Kerry Jessett
Student Support Assistant	Georgia Mogford
Lead School Counsellor	Rebecca Hogan
Specialist Assessor	Beth McLaren
Student Welfare Officer	Nicola Roberts

## 1. Aims

- 1.1 The aim of Aylesbury Grammar School is to deliver high quality education which enables every student to achieve the best possible educational and other outcomes. This includes the student with Special Educational Needs and Disability.
- 1.2 The aim of the Special Educational Needs and Disability Policy at Aylesbury Grammar School is to ensure consistency in a whole school approach to:
  - the **definition and identification** of Special Educational Needs and Disability
  - the **provision** for Special Educational Needs and Disability
  - the **responsibility of all teachers** for their students with Special Educational Needs and Disability

## 2. Definitions

- 2.1 As defined by the SEND Code of Practice 2014, Special Educational Needs and Disability at Aylesbury Grammar School is considered to fall under four broad areas:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Sensory and Physical Difficulties (including sight, hearing, asthma, diabetes, epilepsy and cancer)
- 2.2 A student is considered to have Special Educational Needs and Disability if they have difficulties in any of these areas which call for special educational provision (or training for teachers) beyond the differentiated approaches and learning arrangements provided as part of High-Quality Teaching. This means provision that is additional to or different from that made generally for others of the same age in our mainstream setting.

## Considerations

- 2.3 Behavioural difficulties do not necessarily mean a student has Special Educational Needs and Disability; likewise, a student's behaviour is not always a result of their Special Educational Needs and Disability even if they are on the Special Educational Needs and Disability Report.
- 2.4 A student does not have Special Educational Needs and Disability solely because the language used at home is different from the language in the classroom.
- 2.5 Attendance and punctuality, receipt of a Pupil Premium Grant and being a Looked After Child are not considered Special Educational Needs and Disability but are recognised factors which can impact progress and attainment.
- 2.6 There is a difference between the student with Special Educational Needs and Disability and the student who is simply underachieving.

### 3. Identification

3.1 Students with Special Educational Needs and Disability are identified through:

- information received from primary school and/or parents prior to transition into Year 7
- baseline assessments at Key Stages 3 and 4) which test ability and fluency, as opposed to knowledge and achievement
- teacher feedback
- parental concerns
- tracking termly grades
- mock exam results
- student self-referral
- private reports\*

\*Privately commissioned reports with recommendations for Exam Access Arrangements (EAA) or other interventions will only be considered by the school if the SENDCo is contacted by the assessor prior to the assessment. For Exam Access Arrangements, this means a completed Part 1 of Form 8 as detailed in Access Arrangements and Reasonable Adjustments ([JCO](#)).

### 4. Provision

4.1 Underlying provision for students with a potential or confirmed Special Educational Need and Disability is the graduated approach of **Assess-Plan-Do- Review**. Provision is needs rather than diagnosis led ) and is guided by the expectations and strategies from **Ordinarily Available Provision**. This is the cornerstone of the Buckinghamshire graduated approach, which promotes a consistent ethos and delivery of support across schools and settings by detailing what can be reasonably expected to be provided for children and young people on SEN Support.

4.2 Students identified with a potential Special Educational Need and Disability are assessed on:

- **Lucid EXACT** to test Word Recognition/ Reading Comprehension Accuracy/ Reading Comprehension Speed /Spelling/ Typing Speed/ Handwriting Speed.
- **Lucid RAPID** to test for the probability of dyslexia.
- **LASS 11-15** to test Visual Memory/ Auditory-Verbal Memory/ Phonic Reading Skills/ Phonological Processing Single Word Reading/ Sentence Reading/ Reasoning.
- **Lucid RECALL** to test Working Memory.
- **Lucid ViSS** to test Visual Stress when reading.
- **DASH** (*Detailed Assessment of the Speed of Handwriting*) to assess copying and free writing speeds and the ability to respond to a 'speed instruction'.
- **SDQ** (*Strengths and Difficulties Questionnaire*) to measure a young person's Mental Health.

- 4.3 The SEND Code of Practice 2014 places the classroom teacher at the centre of the day-to-day responsibility for working with all students, including those with Special Educational Needs and Disability. High-Quality Teaching is therefore the first step in our response to students with Special Educational Needs and Disability. This is teaching which meets the needs of all students and enables all students to make progress in their learning.
- 4.4 Where a student continues to make little or no progress, despite High Quality Teaching, more targeted support will be considered. This could be in or outside the classroom, in small groups or 1-1. Any intervention will be student-centred and will include consultation and collaboration with the student, parents and subject teachers to discuss appropriate support and goals to help improve progress.
- 4.5 The review process is a crucial part of the Graduated Approach and subject teachers are responsible and accountable for reviewing and tracking the progress of all students, including those with Special Educational Needs and Disability (even when these students are accessing support from Student Support Assistants and/or Specialist Teachers). Review can be on an informal basis, through marking and feedback opportunities, or on more formal assessments and work scrutiny. For students with an Education and Health Care Plan (EHCP), there is the statutory Annual Review.
- 4.6 When a student continues to make little or no progress, despite targeted support and evidence-based interventions matched to their needs, the SENDCo:
- will seek specialist support from external agencies such as those offered by the Local Authority
  - will request, where appropriate, that the Local Authority carries out a statutory assessment of the student's needs known as an Education and Health Care Plan Needs Assessment (EHCNA)
- 4.7 All teachers have access to information on students with SEND via the School's Management Information System. This lists students with:
- an Education, Health and Care Plan  
(Code: **E**)
  - an identified learning difficulty, disability or medical condition which is significant enough to need provision **additional to** High Quality Teaching to support learning and development  
(Code: **K**)
  - an identified barrier to learning, learning difficulty or disability but whose needs can be met through High Quality Teaching  
(Code: **M**)

## **5. Responsibility**

- 5.1 In addition to making teachers aware of their responsibility for students with Special Educational Needs and Disability, the SENDCo is responsible for:
- the student-centred approach to provision
  - the day-to-day operation of the Special Educational Needs Policy
  - the records of all students with Special Educational Needs and Disability, including provision and outcomes
  - sharing information with teachers about the students they teach with Special Educational Needs and Disability
  - teachers having the skills, knowledge and understanding to provide High-Quality Teaching and learning opportunities for all students
  - monitoring High Quality Teaching is happening in the classroom
  - the active collaboration and consultation with parents of students with Special Educational Needs and Disability
  - the representation of students with Special Educational Needs and Disability in terms of academic progress, attendance, participation in inter-house and extra-curricular activities, exclusion and bullying, and ensuring that these are proportionate to other students
  - working with the Examinations Officer to process and implement all Exam Access Arrangements eg Extra Time, Rest Breaks, Modified Papers
  - informing teachers of all Exam Access Arrangements and their responsibility to provide evidence of Normal Way of Working
  - the effective transition into Year 7 of students already identified with Special Educational Needs and Disability
  - line managing the Assistant Student Support Lead, the Student Support Officer, the Student Support Assistants, and the Lead School Counsellor

## **6. Policy Governance**

- 6.1 This policy will be reviewed and updated by the SENDCo and approved by SLT and the Governing Body annually.

# APPENDICES

## APPENDIX 1

### WORD PROCESSOR ARRANGEMENTS FOR EXAMINATIONS

Aylesbury Grammar School supports the use of word processors in assessments and examinations in-line with JCQ regulations and recommendations.

1. The use of a word processor is granted due to:
  - a learning difficulty, medical condition, physical disability or sensory impairment which has a substantial and long-term adverse effect on the ability to write legibly or to plan and organize when writing by hand
  - illegible handwriting as identified from in-house assessment(s) and teacher feedback
2. The use of a word processor reflects the student's Normal Way of Working in School.
3. The use of a word processor is standard practice in controlled assessments or course work components, unless prohibited by the specification.
4. The use of a word processor is permitted to type longer answers whilst shorter answers can be handwritten.
5. The use of a word processor with predictive text software or an automatic spelling and grammar check enabled is **only** permitted if the student has qualified for a scribe, or is using speech recognition technology, or the awarding body's specification permits the use of automatic spell check.
6. The use of a word processor is **not** granted simply because a student wants to type rather than write in examinations or can work faster on a keyboard, or because they use a word processor at home.

### EXAMPLES OF WORD PROCESSOR USE

- A student who struggles to write legibly asks to use a word processor in exams. They are a proficient word processor user and it is their Normal Way of Working in the Centre. The SENDCo allows the use of a word processor in examinations.
- A student does not have a learning difficulty but is a 'messy' writer whose handwriting is hard to decipher. Teachers have expressed concerns. They use a word processor. The SENDCo arranges a DASH which confirms a high level of illegibility. The student works hard to improve their typing skills and starts to use a word processor in lessons and then in assessments. The SENDCo reviews the situation and teachers and the student confirm that the word processor is their Normal Way of Working. The SENDCo approves this arrangement.
- A student wishes to use a word processor since this is their Normal Way of Working within the Centre; however, the student additionally wishes to use the spelling and grammar check facility but they do not meet the published criteria for a scribe. The SENDCo allows the use of the word processor but not the spelling and grammar check facility. word processor

## EXAMPLES OF WORD PROCESSOR USE CONTINUED

- A student who has significant learning difficulties has quite legible writing; however, they make many omissions and cannot order their ideas correctly and so their written scripts are legible but covered in crossings-out and omission marks. They request a word processor, and this is granted by the SENDCo. The use of a word processor allows them to correct text, sequence their answers and reflects their Normal Way of Working within the Centre.

## EXAMPLE OF WORD PROCESSOR USE AND 25% EXTRA TIME

- A student with significant learning difficulties has a below average handwriting speed and below average scores in areas of cognitive processing and reading speed. The Word processor is their Normal Way of Working in the Centre, and their typing speed matches the average handwriting speed. However, the student has persistent and significant difficulties in interpreting questions and formulating their typed answers. They are awarded 25% Extra Time alongside the use of a word processor, as both these arrangements are appropriate to the student's needs.



## APPENDIX 2

### AGS COUNSELLING PROTOCOL

'School-based counselling is likely to be most effective where it is delivered as part of a whole-school commitment to improving mental health and wellbeing. Emotional health is everyone's business.'

**Department for Education (2016)**

#### **Note:**

1. When the term 'client' is used in this document it refers to both students and teachers.
2. When the term Counsellor is used, this refers to our Lead Counsellor, Becky Hogan.

### SERVICE AIMS

- To support the emotional and mental health and wellbeing of clients at AGS through counselling and this may be delivered by the Lead School Counsellor and/or trainees who are currently studying to become a counsellor.
- For the Counsellor to provide a safe, confidential space for students and staff to work through and overcome any difficulties they may be having.

### RELEVANT LEGISLATION

This document is drawn up regarding the following legislation:

- The Child Act 1989
- Article 8 of the Human Rights Act 1998, which affords young people the right to privacy
- The UN Convention of the Rights of the Child 1989
- Case law
- Data Protection Act 2018
- Working Together to Safeguard Children (HM Government 2018)
- Keeping Children Safe in Education 2022 (KCSIE)
- British Association of Counselling & Psychotherapy Ethical Framework

### REFERRALS

- Clients can self-refer to counselling by using [counsellor@ags.bucks.sch.uk](mailto:counsellor@ags.bucks.sch.uk), by speaking to the Lead Counsellor in person, by speaking to the Head of Year or to the SENDCo.
- Heads of Year, DSL and the SENDCo have access to an online counselling referral form which goes directly to the Counsellor.
- The Counsellor oversees all referrals, carries out initial assessments and triages accordingly.
- The Counsellor keeps Heads of Year and the SENDCo informed of counselling interventions.
- Parents may also contact the relevant Head of Year or SENDCo to refer their young person.
- Parental consent is required for all students under the age of 16 and only in exceptional circumstances, when this information is considered detrimental to the student, will it not be shared.
- The counselling process can be discussed with parents/carers/teachers, but the content of sessions remains confidential and will not be shared without the client's consent, unless there is a safeguarding concern.

**Note:**

Although referrals can be made from the parent/carer, counselling can only take place and be successful if a student consents to it happening and is willing to engage in the process.

## COUNSELLING SESSIONS

- Clients will agree to the Working Agreement during the first session and when they are happy to enter into the Agreement, will sign this document.
- Sessions will last 50 minutes and will always take place in the counselling room.
- Where possible, students will have their sessions during non-core subjects and/or study periods.
- Session times may need to change each week to ensure students do not miss the same subject.
- Sessions with teachers can be completed outside of the school day.
- Initial sessions will be booked in by the Counsellor and an email will be sent directly to the client's school email address.
- Clients are encouraged to take responsibility for keeping appointments although a reminder email and/or text will be sent if necessary.
- The Counsellor does not work on a private basis with any client from AGS and no discussions between the Counsellor and client will take place outside the counselling room.

## CONFIDENTIALITY AND RECORD KEEPING

- All notes and records are held in line with GDPR and Data Protection Act 2018
- Notes will be non-identifiable concise and factual, and it may be appropriate to write only a few words.
- Notes will be kept separate from any other educational records.
- The Counsellor will have access to the school's safeguarding referral system (at AGS this is CPOMS) where any Safeguarding concerns will be recorded, and these are separate to any educational records.
- The Counsellor is aware that courts can request any notes if a safeguarding matter arises and it is deemed necessary to have these; in this instance, if the Counsellor is unavailable, the password will be left in a secure locked cabinet that can be accessed by the SENDCo and Designated Safeguarding Lead.
- The Pastoral Support Officer will register individual students on BromCom but in addition the SENDCo will have access to the Counsellor's diary.
- Confidentiality and its limitations will be explained explicitly during Session One and will also be clearly stated on the Working Agreement
- The Counsellor will always pass on information as required by law if there is a disclosure about acts of terrorism or serious crime.

## RISK ASSESSMENT

- AGS ensures all Counsellors working at the school have relevant qualifications to fulfil the role and are DBS checked.
- All Counsellors employed by the school are covered with the School's Liability Insurance.
- The British Association of Counselling & Psychotherapy recommends 1.5 hours of supervision per month, therefore all Counsellors working at the school will be required to adhere to this recommendation.
- The SENDCo has access to the Counsellor's diary and will be aware which students are receiving counselling.
- The Counsellor has a phone in the counselling room and can call the SENDCo, School Office or a member of SLT should this be necessary.

# STAFF COUNSELLING WORKING AGREEMENT

## About Me: Becky Hogan

I am a qualified Therapeutic Counsellor and a member of the British Association of Counselling & Psychotherapy. I follow their code of ethics. My approach to counselling is underpinned by the Person-Centred Theory and the Humanistic Approach. My approach is based on the theory that every person is valued and has the potential for psychological change and development to improve personal wellbeing and self-worth. During sessions I will aim to establish a positive therapeutic relationship with you for us to work together through any difficulties you may be having. During counselling sessions, I aim to provide you with a safe place where you can talk openly, without judgement.

## Confidentiality, Limitations and Record Keeping

Confidentiality in counselling is of utmost importance. The content of all our sessions will be confidential. I do not share information about our sessions with anyone. The only reason I would need to break confidentiality are if:

- You or someone else are at serious risk of harm.
- I am subpoenaed.
- I become aware you are involved or have knowledge of acts of terrorism, money laundering or drug trafficking.

I will always aim to inform you that I must break confidentiality first, before talking to anyone else. As part of working ethically as a counsellor, I complete supervision once per month where I discuss my work with my supervisor. I do not share any personal details that could identify you. Supervision ensures I am monitoring my practice and working effectively with clients.

Notes are unidentifiable, factual and kept to a minimum.

## Sessions

Sessions will take place every week in the same room. We will agree a time to meet each week and sessions will be 50 minutes in duration. It is important to review our sessions occasionally to reflect on effectiveness and progress. If you decide you want to end sessions, you can do this at any time. I do ask that we always have an ending session.

## Cancellations

If you are unable to come to an appointment, please let me know as soon as possible. You can email me at [rhogan@ags.bucks.sch.uk](mailto:rhogan@ags.bucks.sch.uk) or text me on 07861695298. If I am unable to make an appointment, I will let you know as soon as possible and will aim to re-arrange.

## Client Name and Signature:

Date: