

Policy on Special Educational Needs and Learning Difficulties

This policy applies to the whole School (including the Early Years Foundation stage) and is published to parents, pupils and staff.

Bradford Grammar School

March 2026

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This is the policy on Special Educational Needs (SEN) and Learning Difficulties of Bradford Grammar School (the School).

1 Aims

1.1 The aims of this policy are as follows:

- 1.1.1 to promote good practice in the detection and management of special educational needs;
- 1.1.2 to explain the support the School can provide for children who have learning difficulties and the co-operation needed from parents;
- 1.1.3 to actively promote the well-being of pupils;
- 1.1.4 to create a whole school culture of openness, safety, equality and protection.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (EYFS).

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

- 3.1.1 Education (Independent School Standards) Regulations 2014;
- 3.1.2 *EYFS statutory framework for group and school-based providers* (DfE, September 2025);
- 3.1.3 Education and Skills Act 2008;
- 3.1.4 Children Act 1989;
- 3.1.5 Childcare Act 2006;
- 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- 3.1.7 Equality Act 2010; and
- 3.1.8 Children and Families Act 2014.

3.2 This policy has regard to the following guidance and advice:

- 3.2.1 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, April 2015)<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (**Code of Practice**);
- 3.2.2 Keeping children safe in education (DfE, September 2025);
- 3.2.3 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018); and
- 3.2.4 Technical guidance for schools in England (Equality and Human Rights Commission, September 2025); and

3.2.5 Working together to improve school attendance (DfE, August 2024).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

- 3.3.1 Equity, Diversity and Inclusion policy;
- 3.3.2 Disability, Equality and Accessibility policy;
- 3.3.3 Safeguarding and Child Protection policy and procedures;
- 3.3.4 Risk Assessment policy;
- 3.3.5 Anti-bullying policy;
- 3.3.6 Behaviour and Discipline policy;
- 3.3.7 English as an Additional Language policy;
- 3.3.8 Admissions policies for Junior School and Senior School;
- 3.3.9 Attendance policy; and
- 3.3.10 RSHE Guidance for Junior School and Senior School;

4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School reception during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Proprietor** are references to the Board of Governors.
 - 5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.
 - 5.1.3 References to a **Learning Support Plan (LSP)** are references to a plan or programme designed for children with SEN to help them to get the most out of their education. An LSP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.

"Special Educational Needs" and "Learning Difficulty"

- 5.1.4 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 5.1.5 Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions (also see the School's Disability, Equality and Accessibility Policy);
 - (c) are under five and fall within the definition at (a) or (b) above or are likely to do so when of compulsory school age if special educational provision is not made for the child.
- 5.1.6 A child must not be regarded as having a learning difficulty solely because the language or form of language in which they are or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support. See the School's English as an additional language policy.
- 5.1.7 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.
- 5.1.8 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have autism.
- 5.1.9 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time as they progress through key stages, when, for example, the educational pressures tend to increase.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Headmaster has responsibility for the daily management of the School's work, including overseeing the School's management of special educational needs.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Gary Woods (Assistant Head, Curriculum) & Laura Sullivan (SENCo)	As required, and at least annually

Task	Allocated to	When / frequency of review
Day to day responsibility for carrying out individual pupil risk assessments under the policy	Gary Woods (Assistant Head, Curriculum) & Laura Sullivan (SENCo)	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Gary Woods (Assistant Head, Curriculum) & Laura Sullivan (SENCo)	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Gary Woods (Assistant Head, Curriculum) & Laura Sullivan (SENCo)	As required, and at least annually
Formal annual review	Proprietor	Annually

6.4 The School's SENCo has responsibility for:

- 6.4.1 ensuring liaison with parents and other professionals in respect of a child's special educational needs;
- 6.4.2 advising and supporting other staff in the School;
- 6.4.3 ensuring that appropriate LSPs are in place and effectively implemented;
- 6.4.4 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- 6.4.5 undertaking any other appropriate duties in accordance with the Code of Practice.

7 Procedures

7.1 The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice.

7.2 As part of the Assess-Plan-Do-Review Model and to ensure collaborative working, the School works closely with parents of children who have or may have special educational needs and learning difficulties to assess and review a pupil's needs and support. Parents are kept informed concerning assessment, planning, provision and review of their child's education.

7.3 Identification of pupils with a learning difficulty

- 7.3.1 Pupil progress and engagement is monitored and if the outcome of academic tracking, new starter screening, or any other circumstance(s) give(s) the School reason to think that a pupil may have a learning difficulty, the School will report and consult with the pupil's parents as necessary and make recommendations about further assessment and support.

- 7.3.2 Parents and pupils can contact the Learning Strategies Department if they think the pupil may have a learning difficulty.

7.4 Formal assessment

- 7.4.1 If there are indications that a pupil may have a learning difficulty, the School will consult with, support and ask the pupil's parents to agree to the pupil being formally assessed by an educational psychologist or appropriate professional where appropriate.
- 7.4.2 The parents may consult an educational psychologist retained by the School, or one of their own choice. The cost for an external assessment must be borne by the parents.
- 7.4.3 The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.

7.5 Learning support

- 7.5.1 As part of a graduated approach, the School uses staggered waves to support pupils:
- (a) Wave 1 - the School provides high-quality, inclusive teaching which considers the learning needs of all pupils.
 - (b) Wave 2 - the School provides specific, additional intervention for pupils who need help to accelerate their progress to enable them to work at or above age-related expectations.
 - (c) Wave 3 - the School provides targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress and/or enable pupils to achieve their full potential. This includes individualised targets or external agency support for pupils with a LSP or EHC plan.
- 7.5.2 Learning support of this kind in paragraph 7.5.1 will be arranged, subject to prior agreement being reached with the parents.
- 7.5.3 The pupil's progress and needs will be monitored and, if necessary, the School will recommend a formal assessment or internal psychometric testing if the learning support does not appear to be meeting the pupil's needs or the School will use internal psychometric screening where it is required for the purposes of applying for exam access arrangements (see 7.6.1)

7.6 External teaching

- 7.6.1 Parents may opt for additional specialist teaching outside the School, provided that the Headmaster is satisfied with the child's safety and travel arrangements and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.

7.7 Examinations

- 7.7.1 Pupils who have been identified as having a learning difficulty may be eligible for extra time and / or other "access arrangements" (including supervised rest breaks) to complete internal examinations and public examinations.
- 7.7.2 Parents are asked to liaise with their child's form tutor in good time with respect to this.
- 7.7.3 All decisions by the School regarding access arrangements for examinations are made in line with Joint Council for Qualifications or Cambridge International Education regulations and guidance.

7.8 Information sharing and parent involvement

- 7.8.1 New parents are asked to complete a parent questionnaire during the admissions process to gather key background information which may be relevant and to provide copies of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere within the last 12 months. Confidential information of this kind will only be shared within the School on a "need to know" basis.
- 7.8.2 The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.
- 7.8.3 Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.
- 7.8.4 Parents share the responsibility with the School for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should make arrangements accordingly with the School or outside, as appropriate. In these circumstances parents must ensure that the School and the SENCo are given copies of all advice and reports received.

7.9 Learning Support Plan

- 7.9.1 The Learning Strategies Department will ensure that an appropriate LSP is in place where required.
- 7.9.2 The LSP will be prepared in consultation with the parents and, if appropriate, the pupil and will include:
 - (a) the adjustments, interventions and support required to support and meet the outcomes identified for the pupil;
 - (b) the expected impact on the pupil's progress, development or behaviour, as appropriate; and
 - (c) clear dates for review.
- 7.10 For pupils receiving wave 3 intervention or for some pupils receiving wave 2 intervention (outlined above), their LSP will also have individualised targets. This type of LSP is known as an Individualised Educational Plan (IEP). As well as the inclusions

of paragraph 7.8.2, IEPs will include specific outcomes and the expected impact on the pupil's progress, development or behaviour as appropriate.

7.10.1 In carrying out the review, the Learning Strategies Department will consider:

- (a) the effectiveness of the support and interventions and their impact on the pupil's progress;
- (b) the views of relevant teaching staff, the parents and, if appropriate, the pupil; and
- (c) any changes that are required to the support and outcomes set out for the pupil.

7.11 In rare circumstances, a pupil with a learning difficulty may have their curriculum reduced. This decision is made by the School and in consultation with parents and teachers and in review of both learning support information and academic data, when other methods of support have been exhausted.

8 Education health and care plans (EHC plan)

8.1 Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

8.2 Where a prospective pupil has an EHC plan, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

8.3 Any additional services that are needed to meet the requirements of the EHC plan will be charged to the local authority if the authority is responsible for the fees and the School is named in Section I of the EHC plan. In all other circumstances the School will agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010, where applicable.

9 Additional welfare needs

9.1 The School recognises that pupils with special educational needs or learning difficulties may experience additional welfare needs, for example they may be at risk of being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

9.2 The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (**PSHE**) programme, relationships education / relationships and sex education programmes, through a supportive School culture and through the School's policies.

9.3 When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with special educational needs or disabilities.

- 9.4 If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.
- 9.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, disability or certain medical or physical health condition that can create additional safeguarding challenges both online and offline for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that these may include:
- 9.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;
 - 9.5.2 pupils with a special education need, disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;
 - 9.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and
 - 9.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 9.6 The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.
- 9.7 Any report of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCo.
- 9.8 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's Child Protection and Safeguarding Policy and Procedures.
- 9.9 **Disability**
- 9.10 The School recognises that some pupils with special educational needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability, Equality and Accessibility Policy.
- 9.11 The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if despite such adjustments the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or terminate the parent contract with the School (see 10 below).

10 Alternative arrangements

- 10.1 The School reserves the right, following consultation with the parents, to ask or require the parent to withdraw their child from the School if:
- 10.1.1 the child is in need of a formal assessment, additional specialist teaching, learning support or medication to which consent is not given; and / or
 - 10.1.2 information has been deliberately withheld from the School which prevents it from effectively addressing your child's learning difficulties; and/or

- 10.1.3 the child's learning difficulties require a level of support or medication which, in the professional judgment of the Headmaster, the School is unable to provide, manage or arrange; and/or
- 10.1.4 the child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities provided by the School.
- 10.2 In any of these circumstances the School will do what is reasonable to help the parent to find an alternative placement which will provide the child with the necessary level of teaching and support.
- 10.3 Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to your account.

11 Training

- 11.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 11.2 The level and frequency of training depends on role of the individual member of staff.
- 11.3 The School maintains written records of all staff training.

12 Risk assessment

- 12.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 12.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. See clause 6.2 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

13 Record keeping

- 13.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 13.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

14 Version control

Date of adoption of this policy	March 2026
Date of last review of this policy	February 2026
Date for next review of this policy	February 2027
Policy owner (SLT)	Gary Woods Assistant Head (Curriculum)
Policy owner (Proprietor)	Board of Governors