



STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

SEND Policy

Disclosable under Freedom of Information Act 2000	Yes
To be published on website	Yes
Policy ownership	
Governor committee:	Progress and Well-being
Department responsible:	SENDCo
Post-holder: (title and name)	Emma Bradley, SENDCo
Responsible person	Chris Hall
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Introduction

Stratford Girls' Grammar School (SGGS) embraces the needs of all students, with a whole-school approach to special educational needs and disabilities (SEND). We provide opportunities for all students by responding to students' learning needs, making reasonable adjustments and coordinating intervention strategies which aim to overcome barriers to learning as well as social integration.

SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENDCo). Access to other agency support and expertise is secured through Warwickshire Educational Services and other specialists working closely with our SENDCO and the wider Pastoral and Well-being Team at SGGS.

SGGS provision follows Department for Education (DfE) definitions and guidance and reflects our statutory duties introduced by the Special Educational Needs and Disability Act 2001, Equality Act 2010 and the SEND Code of Practice 2014, within the Warwickshire County Council Education Department's Local Offer:

<https://www.warwickshire.gov.uk/send>

Principles and definitions

SEND comprises a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty.

Students with SEND fall into the following broad categories:

- Communication and interaction
- Cognition and learning
- Emotional, social and behavioural difficulties
- Sensory and physical difficulties

Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, AD(H)D, Autistic Spectrum Conditions and some complex behavioural, emotional or social difficulties and mental health disorders are among the disabilities that might be classed as SEND, where they have significant impact on the student's ability to make progress, achieve their potential and take a full part in school life.

All teachers at SGGS teach students with SEND and aim to deliver Quality First Teaching and learning experiences as set out in the Teachers' Standards. Special educational provision means interventions which are additional to or different from those made for other students.

Identification and assessment

Many students with SEND will have had formal assessments or diagnoses prior to joining SGGS. In addition to the information from the previous setting, the SENDCO meets with parents/carers of students in Year 6 identified with SEND to facilitate a smooth transition to Year 7.

The Head of Sixth Form, in combination with the appropriate Head of House and the SENDCO, will ensure all relevant support and measures are in place for transitions into Sixth Form and from SGGS to tertiary education or career pathways.

The school is committed to early identification of SEND. Where this occurs during a student's time at SGGs, the SENDCo will arrange monitoring, assessment and observation as needed. A range of evidence is collected through teacher assessment, monitoring and consultation with the SENDCo, to decide whether additional and/or different provision is necessary. Where needed, the SENDCo will arrange for further testing or referrals. The process is outlined in the Referral Procedure (see Appendix A).

Where students with SEND have medical or educational assessments designed to identify their areas of need, the school asks for these reports to be shared, in order to identify what we can offer and inform our provision planning. In circumstances where no assessments have taken place, SGGs will work with the student and parents/carers to secure assessments as appropriate.

Provision

At SGGs, our personalised learning plans, recommending tailored approaches for teaching and pastoral staff to meet the needs of identified students, are known as "Learning Passports".

Additional support and/or Learning Passports may be put in place for students without SEND, where different or additional intervention strategies are needed to meet a student's need, beyond the school's core offer. If additional support is provided, the student will be identified as accessing SEND Support.

Provision within class for all SEND students usually means targeted delivery and differentiation of resources or tasks as required, managed by teachers in class settings without involving additional adults.

We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice, and follow DfE guidance for managing special provision:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Students with SEND are placed on the school's SEND register or the Additional Needs Register. The vast majority of students with SEND have their needs met through 'quality first teaching' and are therefore monitored on our Additional Needs Register. Those that need extra provision to access the curriculum are monitored on our SEND register. These students may have outside agency involvement or 1:1 support with the SENDCo or Progress Team. Students on both registers are monitored as their needs change and can move from one register to another.

For students with SEND our provision mapping also:

- identifies additional or different provision and its costs
- links provision to individuals
- monitors and reviews provision

Many students with SEND also have special Access Arrangements in exams (AAs) and will be supplied with a netbook if appropriate for public examinations. The SENDCo liaises closely with the Examinations Officer to ensure all relevant documentation, practical procedures and arrangements are in place and in accordance with JCQ guidance. Any testing arrangements deemed necessary are made through our testing protocol.

Where a candidate progresses from GCSE to GCE qualifications and still requires extra time on account of disability other than a learning difficulty, SGGs staff process an on-line application again for GCE qualifications and produce core centre-based evidence as per the JCQ publication Access Arrangements and Reasonable Adjustments.

Some students with more complex needs will have an Education, Health and Care Needs Plan (EHCP), detailing support arrangements and procedures to meet their needs. An EHCP sets out the agreed approach by parents or carers and other involved professionals including the school's SENDCo to support the student and is reviewed annually.

Vulnerable students for whom English is a Second Language, Ethnic Minorities, Pupil Premium, FSM Ever6, Young Carers and Looked After Children are supported by the Progress and Well-being Team, including the school SENDCo.

Funding for students with SEND is allocated according to the National Funding Formula.

Planning for accessibility can be found in the school's Equality Policy and Plan.

Partnership with parents, carers and students

SGGS emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress.

Involvement might include:

- discussions with teachers, pastoral staff and the SENDCo;
- inputs to provision-planning;
- sharing details of external reports and assessments;
- participation in review meetings.

Parents and carers of students with EHC plans are asked to attend any review meetings and to be actively involved in the review process, including the agreeing of targets.

Monitoring and evaluation

This SEND policy is reviewed by Governors annually, and the SENDCo prepares an Annual Report for the Governors' Progress and Well-being Committee.

Any complaints will be processed in accordance with the SGGS Complaints Policy as overseen by the governing body. As necessary, the Governing Body (through the designated Governor for SEND) would expect the school to involve other bodies, including Health and Social Services, local authority support services and voluntary organisations, in meeting the needs of SEND students and supporting the families of such students.

Special Educational Needs and Disabilities (SEND) can be identified and information collected and shared by any person with experience of the individual. Here are some likely routes followed at SGGS.

Procedure mapped by EBR,
SENDCO, January 2021

In compliance with SEN Code of Practice, this procedure is intended to include children and young people with disabilities as well those with SEN and focus on the views of children and young people and their parents.

		HOH		Tutor / Mentor		Teacher			
		HOH gathers info from student / family / reviews background and provides support to student / family.		Liaison with HOH - ensure QFT: apply reasonable adjustments to overcome barriers.		Liaison with HOD / HOH - ensure QFT: apply reasonable adjustments to overcome barriers.			
		Where access to learning is impacted by emerging Additional Needs, liaise with SENDCO.		Where staff member feels QFT is not sufficient to enable student to make expected progress, concerns raised to HOH / SENDCO via referral form.					
		HOH / SENDCO to review any saved student information and conduct informal discussion with staff member / student / family. Monitor student.							
		Diagnostic checklists may be shared with student and family for specific concerns relating to certain diagnosable conditions.							
		Review monitoring if: concerns are raised by multiple Departments (more than one); high frequency of observations reported; diagnostic checklist suggests further investigation needed; pre-existing needs suggesting a pattern (etc). Action: PSOs send a staff "round robin" survey to tutor and all current teachers. Responses analysed by SENDCO.							
		Outcome of staff survey shared and reviewed with HOH / PWB Team.							
		LIMITED CONCERN		LEVEL OF CONCERN RECOMMENDS FURTHER IMMEDIATE ACTION					
Liaison between HOH/SENDCO/feeder school/external agency		Save information for future monitoring and inform teachers.		<ul style="list-style-type: none"> Further background information gathered 	<ul style="list-style-type: none"> Student observation / interview / review of sample of work 	<ul style="list-style-type: none"> GL EXACT Online Screening. Exam Access Assessment if need indicated by Screening. 			
		SENDCO liaises with student and family. Learning Passport created to guide teachers' practice.							
		SENDCO may also liaise with a range of agencies, including:							
Early Team	Help	6F Mentor	STS, Warwickshire	LifeSpace	Educational Psychologist	CAMHS (Referral)	NHS (Referral)	Flexible Learning Team	Exams Officer
		Providing structured support to address concerns / work on specific strategies and recommendations – levels of support differ according to needs SENDCO liaise to review provision: Provision evaluated/adapted/extended/changed/ended.							