



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

SEND Information Report

Disclosable under Freedom of Information Act 2000	Yes
To be published on website	Yes
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Department responsible:	SENDCo
Post-holder: (title and name)	Emma Bradley, SENDCo
Responsible person	Chris Hall
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What is SEND?

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.

What are the admissions arrangements for students with SEND?

Please refer to the Admissions Arrangements Section which can be found on our [website](#)

All admissions applications are processed by Warwickshire County Council Education Department, who will require evidence of a special educational need or disability, such as a diagnostic report from an Educational Psychologist or specialist teacher, in order to be granted 25 per cent additional time in the exam. Further information is available at www.warwickshire.gov.uk/admissions.

For those that apply for a sixth form place, access arrangements that were put in place at GCSE will be continued. Please inform SGGS of these during the application process and please supply a copy of these on starting Year 12.

What kinds of SEND are provided for at school?

All students with SEND are supported and monitored by our SENDCo, Mrs Emma Bradley. We provide for students with a wide range of special educational needs, including:

- **Communication and Interaction needs** - this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students with autism spectrum conditions
- **Cognition and Learning needs** - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health needs** – this is the overarching term for students who demonstrate difficulties with emotional regulation and/or social interaction.
- **Sensory and/or Physical needs** - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

The above four SEND categories are definitions of Special Educational Needs and Disability, found in the SEND Code of Practice, 2014.

How we identify students with SEND (Special Educational Needs and Disability)

Pre-transfer

Before a student joins we may refer to the following information:

- Information on transfer documents including admission forms.
- Liaison with Educational Psychologist where appropriate.
- Liaison with other external agencies, where appropriate.
- At 11 + Primary School Liaison.
- At 16+ with Head/Deputy Heads of Sixth Form interviewing individuals.
- Contact with parents / carers prior to transfer.

In School

Once at SGGS, we use the following routes to identify students who may have SEND.

- Regular academic review, e.g. progress checks and reports.
- Entrance data and results from annual summative assessments, such as Trial Exams.
- Referral from teaching or pastoral staff in contact with a student.
- Information / referral from parents/carers.
- Student self-referral.
- Attendance data analysis.

How do we identify and give extra help to students with SEND?

Many of our SEND students come to us with a diagnosis. Students are also brought to the attention of the SENDCo by subject teachers, head of house or parents/carers. Parents/carers are made aware of progress half termly, so under-achievement can be quickly identified. Subject teachers may also identify students who require extra support through this system or through their own knowledge of that student's work. For some concerns, we may discuss the involvement of external agencies, such as the Warwickshire Educational Psychology Service, Child and Adolescent Mental Health Services (RISE/CAMHS) or the student's GP. It is important to understand, however that the purpose of such involvement of professionals is not always to seek a label or diagnosis, but rather, in order to obtain advice to enable the student to learn as well as they can.

Students that have been identified with SEND are given a personalised Learning Passport. The SENDCo will create this with the student and their parents / carers. This will clearly state what their needs are and how a teacher can support them in class. Intervention can be in the form of personalised skills sessions or counselling. Only those students who have extra intervention outside Quality First Teaching (QFT) are placed on the school's SEND Register, those who needs are met by QFT are placed onto the Additional Needs Register.

Exam Access Arrangements can also be put in place, according to JCQ regulations. Depending on the severity of the need and the normal way of working. Access Arrangements may include rest breaks, a laptop or extra time.

Staff expertise

SEND is met with expertise and sensitivity by our experienced staff, overseen by our SENDCo. High Quality First Teaching is delivered to our students. This is our first step in responding to children who have or may have a SEND. Teachers are made aware of the latest training materials for SEND and are encouraged to enhance their skills as part of their

continuing professional development. INSET time is given to improving staff skills in teaching those with SEND.

Transition

Transition can be a stressful time for all students but particularly those with SEND. For students with SEND, we work closely with their previous setting to share information.

We encourage all new prospective students and parents/carers to visit the school before starting. This provides support and familiarisation because:

- Visiting the school to observe a usual day and meet relevant staff will help with familiarisation and identifying any areas of need to address before starting.
- Our current students tour the school with prospective students and parents/carers to give an honest student's perspective of the school and encourage younger visitors to ask questions more openly.

Once a student starts at SGGs, parents/carers are invited to a meeting with the SENDCo and Head of House, allowing time to reflect and talk through specific needs of their child and prepare a 'Learning Passport' to support the student on arrival.

How do we know if SEND provision is effective?

- Monitoring progress data
- Student voice
- Learning Walks
- Departmental Reviews

We begin to prepare students for transition into the next stage of their education or training in a number of ways:

- With their choices for GCSE - for example, in conversation with students and parents/carers and at the subsequent Year 9 Options Evening;
- Through conversations with the SENDCo, careers advisor, teachers, students and parents/carers when students are in Year 10 and Year 11;
- With adviser support to ensure all students with SEND have guidance and support in appropriate provision post 16;
- Through careers talks from guest speakers;
- PSHE lessons for all Year Groups.

Outside support services we use include:

- Warwickshire County Council Educational Psychologist Service
- Warwickshire County Council Specialist Teacher Service
- School counsellors
- School Nurse
- RISE Coventry and Warwickshire's emotional well-being and mental health services for children and young people <https://cwrise.com/>

Who to contact

The school's SENDCo, Mrs Emma Bradley, can be contacted via email: bradley.e@sggs.org.uk

Warwickshire County Council's 'Local Offer' contains lots of information for parents/carers:
<https://www.warwickshire.gov.uk/send>