



SEN/D Policy (Special Educational Needs and Disabilities)

1. Introduction

Stratford Girls' Grammar School aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' learning needs, setting suitable learning challenges and coordinating intervention strategies which aim to overcome barriers to learning and social integration. This policy and practice framework takes operational effect from September 2014.

SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCo) Anthea Swales. Access to other agency support and expertise is secured through Warwickshire Educational Services and other specialists.

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 and Warwickshire Local Authority local offer.

2. Principles and definitions

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. SGGS support follows a graduated approach designed to improve attainment and secure desired outcomes.

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

Special educational provision means interventions which are additional to or different from those made for other students. 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 when reviewing progress, updating targets and managing special provision:

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

3. Identification and assessment

Many students with SEND will have had formal assessments or diagnoses at primary school. The SENCo meets with parents of pupils in Year 6 identified with SEND to enable a smooth transition to Stratford Girls' Grammar School.

In some cases, a student without previously identified SEND will not make adequate progress, or teachers may consult the SENCo about other concerns. The SENCo will arrange monitoring,
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assessment and observation as needed, and if appropriate will arrange for further testing or referrals according to our testing protocol.

4. Provision

At SGGS we have a policy of individual planning and recording for SEND students, and draw up personalised learning plans known as “Learning Passports”. Learning Passports are shared with relevant teaching and pastoral staff. Provision-mapping for students with SEND is therefore an integral part of our whole-school management system.

For students with SEND our provision mapping also:

- identifies additional or different provision and its costs
- links provision to individuals
- monitors and reviews provision (one to one support from/with the SENCo)

Support and/or Learning Passports are also in place for students without SEND but whom the SENCo deems would benefit from further intervention strategies. These individuals are referred to the SENCo by either a) concerns about progress raised by parents or b) being flagged as progress concerns through data tracking systems from within the school.

Special provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. It may also entail in-class work or targeted group interventions by staff.

Many students with SEND also have special (access) arrangements in exams and will be supplied with a netbook if appropriate. The SENCo liaises closely with the Examinations Officer (Alison Robbins) 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*.

In some cases, students with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress. We may use elements of these reports to inform our provision planning.

Some students who have a disability will have an EHC plan prepared with the help of the student herself with her parents or carers, and other involved professionals including the school’s SENCo. Care plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually.

Vulnerable students for whom English is a Second Language, Ethnic Minorities, Pupil Premium, FSM Ever6, Young Carers and Looked after Children are featured on the Learning Support Provision map which also includes those students with SEND. Whilst the SENCo does not have overall responsibility for all of these vulnerable students, there is a natural overlap as a proportion have SEND issues.

The Head of Sixth Form, Emma Bell, in combination with the appropriate Head of House and the SENCo, will ensure all relevant support and measures are in place for transitions into the sixth form and from SGGS onto university or chosen career pathway.

5. 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 SENCo
- inputs to provision-planning
- sharing details of external reports and assessments
- participation in reviews and parents/carers' 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. Any complaints will be processed in accordance with the SGGS *Complaints Policy* as overseen by the governing body. As necessary, the governing body (through 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 SEN/D pupils and supporting the families of such pupils.

6. Monitoring and evaluation

This SEND policy is reviewed by Governors annually, and the SENCo prepares an Annual Report for the Governors' Curriculum and Personnel Committee. A new Code of Practice will come into effect in September 2014 – SGGS has updated its SEND policy accordingly to reflect these changes.

7. Resources

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

Policy drafted July 2014; revised March 2018