



Special Educational Needs and Disabilities (SEND) Information Report

SEND overview

- SGGS is a state funded selective grammar school for girls aged 11 to 18
- Wheelchair access to the ground floor of buildings is in place, as are disabled toilets and lift to first floor of main teaching block (including library). Additional provision is made on a case by case basis, for example: laptops, coloured overlays, modified papers and dictionaries.
- SGGS supports all aspects of SEND; the majority of issues are based around dyslexia and processing speed.
- SGGS is an extremely friendly, welcoming and nurturing environment

Policy and procedure for identifying young people and assessing their needs

- Clear systems are in place to establish baseline and track progression data, including Data Officer in post
- Needs are identified via regular progress reviews (Performance Indicator Points - PIPs)
- Pastoral leads (Tutors, Heads of House and Head of Sixth Form) track progress and support students
- Special Educational Needs Co-ordinator (SENCO) is Mrs Anthea Swales
swales.a@sggs.org.uk

Arrangements for consulting parents

- Academic Parents Evenings are held each year
- Heads of House communicate with parents as appropriate and are available to respond to parental enquiries
- SENCO holds review meetings with parents

Arrangements for consulting young people

- Students are involved in all pupil review meetings
- Students have input into their Educational Health Care Plans (EHCPs)
- Dialogue between students and teachers is encouraged as part of the whole school marking and feedback process

Arrangements for assessing and reviewing progress

- All students have a target setting and review programme with their tutors
- EHC plan review meetings are held with parents as required
- Concerns are flagged with parents by Heads of House, Head of Sixth Form or SENCO
- Parents receive a full school report annually, as well as additional interim/exam reports

Arrangements for supporting movement between phases

- Year 7 and Year 12 have a full induction programme, including induction days
- Administration staff inform the Main School Support Officer and Sixth Form Support Officer of girls with SEND. Support Officers disseminate information as appropriate to the SENCO, Tutors and Pastoral Leads.
- Careers information, advice and guidance is provided by highly experienced staff
- Work experience placements are coordinated and overseen by a designated member of staff

Approach to teaching and learning (including personalised pathways)

- All students are present in lessons to ensure access to quality first teaching practice
- Personalised pathways are designed and implemented when appropriate, often incorporating curriculum and/or timetable flexibility

- Individual needs are supported by pupil passports outlining personalised strategies designed to enhance and empower students' experience of learning
- Subject teachers' input shapes and sharpens the content of EHC plans
- SENCO provides support for pupils when required including, but not limited to: support and intervention of specific learner groups, and individual one-to-one support as appropriate.
- Learning mentors are available and allocated to provide additional subject specific support

Accessing specialist expertise and training including outside agencies

- SENCO attends network meetings
- Educational Psychology Service (EPS), Integrated Disability Service (IDS), Early Intervention Service (EIS) and other agencies are commissioned as required
- SGGs employs its own counsellor

Evaluating effectiveness of provision

- SENCO reports directly to the Headteacher
- SENCO liaises with the Examinations Officer, including over access arrangements
- Heads of House monitor student progress supported by the Assistant Headteacher (Community) and reflect on planned interventions
- Feedback from teaching staff is collected whenever necessary

Access to opportunities

- All pupils are encouraged to engage with the extra-curricular programme
- All pupils have free association at break and lunchtimes
- All trips/residentials are fully risk assessed to ensure safe and effective pupil participation

Support for improving emotional and social development

- Pastoral staff offer comprehensive support and guidance
- Assistant Headteacher meets and supports pastoral leaders regularly
- Specialist support and intervention is provided where necessary
- Friendships and other peer and relationships are prioritised and fostered

Arrangements for handling complaints

- Our SGGs Complaints Policy and procedures are in place
- The details of how to make a complaint can be found in the *Complaints Policy*.
- Pastoral leaders (Heads of House/Head of Sixth) and SENCO are the first point of contact for concerns raised by pupils or parents
- Headteacher is regularly briefed by all other members of the SLT

Revised May 2018

Review June 2018