



## SEND Information Report

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### What is SEND?

Special Educational Needs and Disability (SEND) can affect many students throughout their school career and beyond. SEND is seen as a student requiring provision that is additional to, or different from the rest of the class. For example, they may need extra support due to dyslexia, mental health issues, coordination, significant hearing problems. Every student is unique, a carefully planned approach is needed, additional to Quality First Teaching (OFT) in order for these students to be the very best that they can be.

SGGS has a variety of key policies which directly impact upon our provision for students with SEND, which are available on our school website.

- SEND policy
- Equality plan
- Anti-bullying policy
- Exam policy

### What are the admissions arrangements for pupils with special educational needs?

All admissions applications are processed by Warwickshire County Council Education Department, who will require evidence of a special educational need, 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](http://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 supply us a copy of these on starting Year 12.

### What kinds of SEN are provided for at school?

All students with SEN are supported and monitored by our SENCO, Mrs Anthea Swales [swales.a@sqgs.org.uk](mailto:swales.a@sqgs.org.uk). We provide for students with a wide range of special educational needs, including those with:

- **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 need found in the August 2014 Code of Practice.

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

Many of our SEND student come to use with a diagnosis. Students are also brought to the attention of the SENDCo by subject teachers, head of house or parents. Parents are made aware of their daughters' progress half termly, so under achievements can be quickly identified. Subject teachers may also identify students who require extra support through this system or through their own knowledge of that students' work. For some concerns we may discuss the involvement of the Educational Psychology Service, Child and adolescent Mental Health Services (CAMHS) or your 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 more in order for advice to be offered to help the student learn as well as they can.

Students that have been identified with SEND will then have a learning passport. The SENDCo will create this with the student and their parents. 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 QFT are placed on the 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, these may include rest breaks, a laptop or extra time.

### **Staff expertise**

Our SENDCo has the National Award in Special Educational Needs Co-ordination (NASENCO) and is a specialist teacher of Dyslexia.

SEND are met with expertise and sensitivity by our experienced staff. High quality first teaching is delivered to our students. This will meet the needs of the majority and 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 SEN, and are encouraged to enhance their skills as part of their continuing professional development. INSET time is given regularly to improving staff skills in teaching those with SEND.

### **Transition**

Transition can be a stressful time for all students but particularly those with SEND. We encourage all new prospective students and parents/carer to visit the school before starting. For students with SEND we work closely with their primary schools so that:

- Students and parents/carers can visit the school to observe a usual day to meet relevant staff.
- Our current students tour the school with prospective students and parents/carers to allow a student perspective of the school
- Hold meeting with the SENDCo and Head of House allowing time for parents/carer to reflect and talk through specific needs of their child creating a 'learning passport' to support the student on arrival

### **How do we know if SEN provision is effective?**

- Monitoring progress data
- Student voice
- Learning Walks

**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, career 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**

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

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**Who to contact**

The schools SENDCo Anthea Swales can be contacted on 01926 293759 or [swales.a@sgqs.org.uk](mailto:swales.a@sgqs.org.uk)

Warwickshires 'Local Offer' contains lots of information for parents/carers:

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