STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

SEND Policy

Disclosable under Freedom of Information Act 2000	Yes
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Department responsible:	SENDCo
Post-holder: (title and name)	Emma Bradley, SENDCo
Responsible person	Chris Hall
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Introduction

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at Stratford Girls' Grammar School.

To see it in practice – please see the SEND information Report (updated annually and publicly available on the school website).

As stated in our Vision and Values, Stratford Girls' Grammar School (SGGS) is committed to:

- Academic excellence;
- Community;
- Confident and ambitious girls;
- Pastoral care;
- Preparing confident, ambitious young women for the opportunities and challenges of life.

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 at the appropriate level of support, 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, the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice 2015, within the Warwickshire County Council Education Department's Local Offer: https://www.warwickshire.gov.uk/send

The policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010.

Principles and definitions

A student has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Under the SEND Code of Practice 0-25 (2015) (the Code) and The Children and Families Act 2014 a child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post-16 institutions

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The following broad categories of SEND are described in the SEND Code of Practice:

- 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, long-term medical conditions, AD(H)D, autism and some complex social, emotional 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.

Roles & Responsibilities

<u>The SEND Link Governor is responsible for:</u>

- Working with the SENDCo and the Headteacher to determine the strategic development of the SEND Policy and provision in the school.
- Monitoring and evaluating the quality and effectiveness of SEN and disability provision within the school and raising awareness of SEND issues at Governing Board meetings.

<u>The Headteacher is responsible for:</u>

- Having overall responsibility for the provision and progress of learners with SEN and/or disability.
- Working with the SENDCo and the SEND Link Governor to determine the strategic development of the SEND policy and provision in the school.
- Fulfilling the role of Mental Health Lead in school and overseeing the strategy to promote mental health and wellbeing.

The Assistant Headteacher, Progress and Wellbeing, is responsible for:

- Overseeing the development of, and adherence to the Equality Policy and Plan.
- Overseeing the development of, and adherence to the Medical Conditions Policy.
- Overseeing the development of, and adherence to the Attendance Policy.
- Providing professional guidance to the SENDCo and Progress Leads to support SEND provision.

The SENDCo is responsible for:

- Having day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Providing staff training on the graduated approach and areas of SEND.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Being the point of contact for external agencies.
- Working with the Exams Officer to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Progress Leads are responsible for:

- Monitoring student academic progress and personal wellbeing.
- Working with the student, parents/carers, tutors and teaching staff to oversee the ongoing progress and wellbeing of all students, including those with SEND.
- Referring students to the SENDCo, where more specialist support is needed to identify needs, guide parents and make additional special education provision.

Teachers and Tutors are responsible for:

- The progress and development of every student in their class through quality first teaching.
- Reviewing each young person's progress and development to identify needs and make reasonable adjustments to support their learning.

Pastoral Support Officers are responsible for:

- Responding to needs presented at the Pastoral Office or when called on for support and reporting to parents/carers as appropriate.
- Passing on key information about students presenting needs to Progress Leads and SENDCo.

Identification and assessment

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school follows a graduated approach to identification, assessment and provision for students with SEND.

Many students with SEND will have had formal assessments or diagnoses prior to joining SGGS. We receive information from the previous setting and parents/carers,

which helps us to identify students in Year 6 in need of a more supported transition package. This could include extra information sharing prior to induction day, familiarisation visits and meetings.

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.

Where students with SEND have medical or educational assessments identifying 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.

The school is committed to early identification of SEND and this is overseen by the SENDCo. 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 work with the student and parents/carers to arrange for increased adaptations to meet needs, professional referrals and further testing as appropriate. The process is outlined in the Referral Procedure (see Appendix A).

Attendance is closely monitored in line with our Attendance Policy. Any students with SEND struggling with attendance are supported appropriately, for example by providing enhanced support for barriers to attendance and exploring a more flexible programme of study.

Provision

The vast majority of students with SEND have their needs met through ‘quality first teaching’ and are therefore monitored on our Additional Needs list.

At SGGS, our personalised learning plans, recommending reasonable adjustments for teaching and pastoral staff to meet the needs of identified students, are known as “Learning Passports”. Learning Passports are created by the SENDCo and student collaboratively, and are reviewed annually with tutors as part of their ongoing monitoring and support, overseen by Progress Leads.

Additional support and/or Learning Passports may be put in place for students with and without a formal diagnosis of SEND, where adjustments are needed to meet a student’s need, beyond the school’s universal offer. Provision for these students usually means targeted delivery and differentiation of resources or tasks, managed by teachers in class settings without involving additional adults or with some mentoring support. These students are recognised as having Additional Needs and their progress and wellbeing is monitored by the Progress Leads.

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 who need extra provision to access the curriculum and school offer are placed on our SEND register. These students may have outside agency

involvement or regular one-to-one support with the SENDCo or Progress Team. Students on both the Additional Needs list and SEND register are monitored as their needs change and can therefore move from one to the other to reflect their current levels of need. Intervention is needs driven and tailored to meet the needs of the individual student.

Some students with more complex needs experiencing long-term difficulties, which cannot be met by the existing school arrangements, will have an Education, Health and Care Plan (EHCP), detailing support arrangements and procedures to meet their needs. An EHCP sets out the agreed approach by parents/carers and other involved professionals including the school's SENDCo to support the student and is reviewed annually. This is a fully student-centred approach.

For students on the SEND register, our provision mapping also:

- identifies additional or different provision and its costs
- records monitoring of provision and review meetings

The SENDCo is responsible for up-dating and overseeing the records of all students with SEND, including maintaining the register, action taken and outcomes. We are committed to fulfilling the values of the Warwickshire Schools' Inclusion Charter (2023):

https://www.warwickshire.gov.uk/education-send/warwickshire-schools-inclusion-charter

The Equality Policy and Plan sets out our commitment to ensuring equity of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, disability, gender, sexual orientation, faith, or socio-economic background.

Many students with SEND also have special Exam Access Arrangements (EAAs). For example, they may be supplied with a netbook if appropriate for public examinations or have rest breaks, 25% extra time, or may be put in a separate room as appropriate to meet needs within the capacity of our school. The SENDCo liaises closely with the Examinations Manager to ensure all relevant documentation, practical procedures and arrangements are in place and in accordance with JCQ guidance.

Support for students in examinations is coordinated by the SENDCo and the Exams Manager. EAAs are pre-examination adjustments for candidates based on evidence of significant, long-term need established by the school, and the student's normal way of working. The access arrangement is designed to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

25% Extra time is designed to give students with a significant disadvantage arising from learning difficulties or disabilities a level playing field in accessing examinations. Extra time is only awarded where the school has a clear picture of need, demonstrating significant levels of difficulty – testing is conducted based on needs identified by the school and informed by any existing diagnoses of SEND and any testing arrangements necessary are made in accordance with our testing protocol. Eligibility for extra time is governed by JCQ Regulations for Exam Access Arrangements (EAA), which can be viewed online:

https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/

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. For learning difficulty, further testing may be required according to the current JCQ EAA regulations, and students would be notified accordingly.

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. However, children are not to be regarded as having special educational needs because their first language is not English.

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

In line with the Warwickshire Schools' Inclusion Charter, 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:

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

The details of how to make a complaint can be found in the Complaints Policy.

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.

Expertise and Training

Our school has a commitment to providing professional development for all staff.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake training and specific training needs and strategies are identified for students and provided to staff through documents such as an Individual Learning Plan. The SENDCo works with the Senior

Leadership Team to organise whole staff and teacher training (both in house and externally) to share best practise and implement new strategies and initiatives. Additionally, support staff attend courses where necessary and have access to outside agency advice. The training needs of staff are reviewed regularly and reflect the needs of the diverse cohort they provide for and support.

The SENDCo and regularly liaise with external professionals and obtain advice / guidance informing our best practice.

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.

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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.

Progress Lead (HOH/HOSF)	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 / parents/carers. Monitoring continues.	

Parent	Student
Diagnostic checklists may be shared with student and family for specific concerns relating to certain diagnosable conditions. Other support signposted through Warwickshire Local Offer SENDIAS.	

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.

External agency	Transition information
Liaison between Progress Lead (HOH or HOSF) / SENDCO / feeder school / external agency	

Outcomes reviewed by SENDCo / Progress Leads / Deputy Head, Progress and Wellbeing.

LIMITED CONCERN	LEVEL OF CONCERN RECOMMENDS FURTHER IMMEDIATE ACTION		
Save information for future monitoring and inform teachers.	• Further background information gathered	• Student observation / interview / review of sample of work	• Picture of need established. • Exam Access Assessment explored.

SENDCO liaises with student and family. Student added to Additional Needs list. Learning Passport created to guide teachers' practice.

For extra provision to support students to access the curriculum and school offer, SENDCo may also liaise with a range of agencies, including:

Early Help Team	6F Mentor	STS, Warwickshire	LifeSpace	Educational Psychologist	CAMHS (Referral)	NHS (Referral)	Flexible Learning Team	Exams Officer

These agencies may be engaged for structured intervention to address concerns / work on specific strategies and recommendations – levels of support differ according to needs. SENDCO liaise to review provision: intervention may be adapted/extended/changed/ended.