



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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Governor committee: Progress and Well-being

Department responsible: SENDCo

Post-holder: (title and name) Emma Bradley, SENDCo

Responsible person Chris Hall

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Contents

What is SEND?	3
What areas of SEND are provided for at school?	3
What are the admissions arrangements for students with SEND?	4
Transition	4
How do we identify students with SEND?	5
How do we provide inclusive education for students with SEND?	5
How are we working to improve accessibility?	7
Outside support services working with SGGS include:	8
Who to contact	8

What is SEND?

Special Educational Needs and Disability (SEND) comprises a learning difficulty or a disability that affects a student's access to our facilities and resources, limits progress or opportunities and constitutes a significant difficulty.

Sensory and physical impairment, specific learning difficulties such as dyslexia and dyspraxia; long-term health conditions; ADHD; autism and mental health difficulties are among those difficulties 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, delivering high quality inclusive teaching and learning as set out in the Teachers' Standards (DfE, 2011). Our universal offer is tailored to match our students' needs, with challenging content to engage and stimulate their enjoyment in learning as well as a keen focus on mental health and wellbeing, equality, diversity and inclusion. Where significant difficulties continue to present barriers to a student's progress or access to school, we may put in place special educational provision in the form of targeted adaptations and programmes of support with appropriate timeframes that are additional to or different from those made for other students. We develop this support through co-construction, by engaging with the student, parents/carers, school staff and relevant external agencies.

What areas of SEND are provided for at school?

Our SENDCo, Mrs Emma Bradley, ensures that appropriate support is in place to meet the needs of all students with SEND.

We provide for students with a wide range of special educational needs and disabilities, as defined in the four broad SEND categories in the SEND Code of Practice (DfE, 2015).

- **Communication and Interaction needs** – including students who have speech, language and communication difficulties, and students with autism.
- **Cognition and Learning needs** - including students who have learning difficulties affecting different areas of speed of working, and those with specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs** – including students who demonstrate difficulties with emotional regulation, impulsivity and low mood.
- **Sensory and/or Physical needs** - including students who have visual or hearing impairment and other physical disabilities.

Student diversity is recognised and valued at SGGS, and we seek to match our support to the individual's needs. Communication is key to this and our SENDCo liaises in school within the Progress and Wellbeing Team and with Heads of Department to ensure inclusive approaches are in place to support students to reach their full potential, working in partnership with students and parents/carers in line with the Warwickshire Schools Inclusion Charter.

What are the admissions arrangements for students with SEND?

Admissions Arrangements 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 to grant 25% additional time in the exam.

Further information is available at www.warwickshire.gov.uk/admissions.

Transition

Transition can be a stressful time for students, particularly those with SEND, and we work closely with students, their previous setting and parents/carers to share information and provide reassurance during this time.

We encourage all prospective students and parents/carers to visit our school. Our current students tour the school with prospective students and parents/carers to give an honest student's perspective and encourage younger visitors to ask questions more openly. Such visits provide support and familiarisation and can help with identifying any areas of need to address before starting at SGGs. Personalised arrangements can be made with our SENDCo for prospective students needing a more tailored visit.

Parents/carers and Primary School settings are asked to inform SGGs of SEND and supply copies of any relevant reports and evidence of SEND for our records. This information sharing is essential in determining the levels of support needed through the transition process and having the right arrangements in place for the student starting school with us.

Our SENDCo works together with the Head of Sixth Form and careers adviser, to ensure a smooth transition to University or Further Education for sixth form students with SEND. Some students may be eligible for support via the Disabled Student Allowance.

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

- Options choices for GCSE - including the Year 9 Options Evening; conversations between students and parents/carers and the SENDCo, Head of House, meeting with the Careers & Work Experience Coordinator;
- A Level choices - including school open evenings and A Level taster events; transition conversations with Head of House, meeting with the Careers & Work Experience Coordinator to discuss goals and options for future pathways; conversations between students and parents/carers and the SENDCo;
- Post-18 destinations – a full programme of support including PSHE lessons and a guest speaker programme is provided through the sixth form team, with a clear and structured timeframe supporting UCAS applications, and opportunities to discuss

goals and options for future pathways with the Careers & Work Experience Coordinator.

How do we identify students with SEND?

Before transfer

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

- Information on transfer documents including admission forms;
- Primary school liaison (11+);
- Contact with parents/carers prior to transfer;
- Head of Sixth Form interviewing individuals (16+);
- Liaison with external agencies, where appropriate.

In School

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

- Regular academic progress checks and reports, including attendance data;
- Entrance data and results from annual assessments, such as Trial Exams;
- Referral from teaching or pastoral staff in contact with a student;
- Information or referral from parents/carers and external agencies;
- Student self-referral.

Many of our students with SEND start at SGGS with a diagnosis. Our SENDCo will support parents/carers and students seeking SEND assessment while at SGGS.

Subject teachers monitor the progress of students and identify those with barriers to their learning, making appropriate adjustments to support them. Parents/carers are made aware of progress regularly, through the school PIPs, so under-achievement can be quickly identified. Parents/carers are encouraged to contact the Head of Department directly or the Head of House for wider concerns.

If you feel unsure about whether or not your child has SEND, the Head of House or Head of Sixth Form may be best placed to help and advise, and there is information online through the Warwickshire Local Offer: <https://www.warwickshire.gov.uk/send> and Warwickshire SEND Information, Advice and Support Service (SENDIAS): <https://www.kids.org.uk/warwickshire-sendiass-front-page>

Attendance is closely monitored and 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.

How do we provide inclusive education for students with SEND?

SEND is met with expertise and sensitivity by our experienced staff, overseen by our SENDCo. High Quality First Teaching (QFT) is delivered, with professionals responding to the needs of all students who have areas of difficulty and experience barriers to their learning. 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 knowledge and skills in relation to the identification, provision and support for students with SEND.

Our SENDCo is a member of the Progress and Wellbeing Team, supporting students alongside the Heads of House, as well as working with all teaching and pastoral staff in school and alongside our Exams Manager, Alison Robbins.

Our SEND Link Governor meets regularly with our SENDCo to review SEND provision and planning. Ongoing monitoring includes: Progress data; Student voice; Learning walks; Departmental reviews; Parent survey.

The introduction of the Warwickshire Schools' Inclusion Charter (2023) provides an overview of our commitments to students and parents/carers. We also have a whole-school approach to Wellbeing which underpins our Equality Policy and Plan.

Within our universal offer, students can benefit from a variety of support to enhance their learning and social development in school. We have a broad and diverse extra-curricular programme, a wide number of subject clubs to enhance learning, study skills mentoring, Pastoral Support Officers, sixth form subject ambassadors and vertical tutor groups, giving students access to a wide range of help and engagement opportunities. Our Progress and Well-being Team plan and oversee additional mentoring where needed, for example in offering peer mentoring for wellbeing, tailored group sessions run through Warwickshire's Educational Psychology Services or one-to-one sessions with LifeSpace, with the impacts monitored and reviewed to inform further planning. We have in place a range of accessibility support for disabilities and work with professionals, students, parents/carers and agencies to tailor these where needed.

Students that have been identified with SEND and in need of ongoing tailored support to overcome barriers are usually placed on our Additional Needs List and monitored by the Progress and Well-being Team. Their needs are met by teachers' Quality First Teaching. A personalised Learning Passport ~~is~~ can be created to summarise the student's needs and ~~how we can support them in school~~ share recommendations on reasonable adjustments to support their learning and access in school for teachers to consider in the context of their classrooms or activities, as well as any permitted exam access arrangements. The SENDCo will create this with the student and ~~update it annually~~. Learning Passports are reviewed annually with tutors as part of their ongoing monitoring and support for tutees. Tailored provision for students on the Additional Needs List can include subject-led booster sessions, support with social communication, peer mentoring for specific areas of difficulty, group workshops, including the autism identity and self-advocacy sessions developed through the Autism in Schools programme in 2023.

Students requiring more significant additional intervention beyond additional needs provision may be placed on the school's SEND Register, where interventions are managed by our SENDCo and the Learning Passport is reviewed at least every half-term, with target setting in one-to-one meetings. We assess the student's short-term needs, plan and deliver targeted support and then review progress.

When a student no longer needs this higher tier of support to make good progress and keep on track, they will return to the Additional Needs List.

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), the student's GP, and Early Help. The purpose of such involvement of professionals is not always to seek a diagnosis, but rather to obtain advice to enable the student to learn as well as they can.

Exam Access Arrangements can be put in place, according to current JCQ regulations.

All staff support the SENDCo in identifying, determining and implementing appropriate access arrangements and reasonable adjustments. We commission a qualified access arrangements assessor through Warwickshire County Council to conduct all necessary working speed testing for learning difficulty, with students' and parents'/carers' consent, in line with JCQ regulations.

Diagnostic reports may recommend arrangements for exams, which must be shared with our SENDCo. These may help to inform our decision as a centre, in addition to our own 'picture of need' which we are required to demonstrate by gathering evidence of significant and long-term difficulties impacting the student's access to exams as well as establishing the student's normal way of working.

Depending on the picture of need in school, Exam Access Arrangements may include rest breaks, a laptop, extra time or other appropriate adjustments.

For students transferring to the Sixth Form at SGGs, Exam Access Arrangements that were put in place at GCSE will be reviewed with reference to current regulatory guidance and evidence of need gathered in Year 12.

Students with significant difficulties substantially affecting their progress over time may benefit from an Education, Health and Care needs assessment for further support up to the age of 25 years old through the County Council. Support and guidance is available from our SENDCo and also SENDIAS. For students with an EHCP, more tailored programmes of study and regular assess, plan, do, review cycles will help to ensure their needs are met so they can access learning and participate in school life meaningfully.

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How are we working to improve accessibility?

SGGS has invested in comprehensive facilities for disabled access. The site has been made more accessible with wheelchair access to the ground floor in all buildings; lifts

in our Garrett and Hargreaves buildings; a disabled toilet on the ground floor of Garrett; stair tread highlights; accessible seating in the newly refurbished science classrooms.

School information can be made available in alternative formats on request.

We take account of the needs of people with physical difficulties and sensory impairments in our accessibility planning. Our SENDCo works with Warwickshire Integrated Disability Services and with students, parents/carers and external professionals to explore how we can best accommodate recommendations to support access.

External support services working with SGGS include:

- Warwickshire County Council Educational Psychologist Service
- Warwickshire Integrated Disability Services
- Warwickshire County Council Specialist Teacher Service
- Warwickshire County Council Qualified Access Arrangements Assessor
- School Nurse
- LifeSpace, providing mentoring to help young people thrive and achieve their potential
- 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>

Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) is a free, confidential and impartial service for parents and carers, children and young people up to 25 years: <https://www.kids.org.uk/warwickshire-sendias-front-page>