



Special Educational Needs and Disabilities (SEND) Policy

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Department responsible:	SENDCo
Post-holder: (title and name)	Mandy Hughes SENDCo
Responsible person	Gurd Ubhie Assistant Head: Student progress & Development
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Stratford Girls' Grammar School is a standalone academy. The terms Trustees and Governors are used interchangeably. The Trust Board is referred to as the Governing Body. Within policies, any reference to Governors and/or Trustees or the Governing body or Trustees Board encompasses the same function.

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Introduction

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

Our practice is outlined in the SEND information Report which is 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 coordinated by the Special Educational Needs Coordinator (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 updated Sept 2015 and the SEND Code of Practice 2015 updated Sept 2024, 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 them.

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 they:

- a. have a significantly greater difficulty learning than the majority of others the same age, or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post-16 institutions

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

The SEND Link Governor is responsible for:

- 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.

The Headteacher is responsible for:

- 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.

The Assistant Headteacher: Student Progress and Development is responsible for:

- Overseeing the development of, and adherence to the Equality Policy and Plan.
- Overseeing the development of, and adherence to the Behaviour Policy
- Overseeing the development of, and adherence to the Attendance Policy.
- Overseeing the development of, and adherence to the Medical Conditions Policy.
- Providing professional guidance to the SENDCo and Progress Leads to support SEND provision, and their work with students with SEND.
- Fulfilling the role of Mental Health Lead in school and overseeing the strategy to promote mental health and wellbeing.

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 students 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 for all aspects of life in school 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, behaviour, personal development 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 and behaviours in school.

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, previous school 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 to 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 will be supported appropriately to overcome any barriers to their attendance, for example by providing enhanced support to attend and, if required, exploring alternative pathways of study.

Provision

The vast majority of students with SEND have their needs met through 'Quality First Teaching' Adaptive Teaching Strategies 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 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 term, with target setting in one-to-one meetings. School will 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.

Some students with more complex needs experiencing significant and long-term difficulties, which cannot be met by existing school arrangements and require highly specialised intervention to enable them to continue in education, will be advised on the appropriateness of applying for an Education, Health and Care Assessment. If approved by Warwickshire County Council, the Education, Health and Care Plan (EHCP), details 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 updating and overseeing the records of all students with SEND, including maintaining the register, action taken and outcomes. The school is 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.

Exams and Access Arrangements

Many students with SEND also have special Exam Access Arrangements (EAAs). For example, they may be supplied with a laptop if appropriate for public examinations or have rest breaks, 25% extra time, or may be put in a shared segregated space 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. All exam access arrangements are in place by April of the exam year, except in very exceptional circumstances.

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 and has trialled the extra time in subject and/or school assessments and exams. 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 A-level qualifications and still requires extra time on account of disability other than a learning difficulty, SGGs staff process an online application again for GCE A-level 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. We use STS (Specialist Teaching Service) to assess the need for any exam arrangements to be put in place.

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 Team, including the school SENDCo. However, children are not 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

Collaboration with parents and carers is central to the success of our young people. 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;
- inputs to behaviour management
- 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, which is available on the school's website.

Any complaints will be processed in accordance with the SGGGS 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.

APPENDIX A



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 SGGS 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 Adaptive teaching strategies and 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.				
		Parent	Student	HOH / SENDCO to review any saved student information and conduct informal discussion with staff member / student / parents/carers. Monitoring continues.				
		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	Outcomes reviewed by SENDCo / Progress Leads / Deputy Head, Progress and Wellbeing.						
Liaison between Progress Lead (HOH or HOSF) / SENDCO / feeder school / external agency		LIMITED CONCERN		LEVEL OF CONCERN RECOMMENDS FURTHER IMMEDIATE ACTION				
		Save information for future monitoring and inform teachers.		<ul style="list-style-type: none"> Further background information gathered 	<ul style="list-style-type: none"> Student observation / interview / review of sample of work 	<ul style="list-style-type: none"> 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	Sixth Form Mentor	STS, Warwickshire	LifeSpace/ Young Minds Matter/Flourish Rebuild	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.