



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Special Educational Needs and Disabilities (SEND) Policy

Disclosable under Freedom of Information Act 2000	Yes
To be published on website	Yes
Policy ownership	
Governor committee:	Progress and Well-being
Department responsible:	SENDCo
Post-holder: (title and name)	Mandy Hughes, SENDCo
Responsible person	Gurd Uhbie
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Introduction

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

Further detail about how this policy is implemented in practice is set out in the school's SEND Information Report, which is updated annually and published 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 Co-ordinator (SENDCo). Access to other agency support and expertise is secured through Warwickshire Educational Services and other specialists working closely with the 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 under the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice 0–25 (2015). The school also works within the Warwickshire County Council 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) and the Children and Families Act 2014; a student has a learning difficulty or disability if they:

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

has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or post-16 institutions.

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

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical difficulties
- Sensory and physical difficulties

Needs such as sensory and physical impairments, specific learning difficulties including dyslexia and dyspraxia, long-term medical conditions, AD(H)D, autism and some complex social, emotional and mental health difficulties may be classed as SEND where they have a significant impact on a 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 Governing Board has collective responsibility for ensuring that SGGS meets its statutory duties for students with SEND and disabilities.

Governors are responsible for:

- Setting the values, culture and strategic direction for SEND, approving and reviewing this policy, assuring themselves that the school complies with the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice, and holding leaders to account for the quality, impact and funding of SEND provision.
- Ensuring that SEND is considered as part of school improvement, curriculum, attendance, behaviour, safeguarding, staffing and resource decisions.
- Receiving regular, proportionate information about SEND, including the profile of need, provision, outcomes, attendance, exclusions or suspensions where relevant, student and parent voice, complaints and the use of delegated SEND funding.
- Ensuring that the school publishes and reviews the SEND Information Report and accessibility information required by statutory guidance.

The SEND Link Governor, or the committee with delegated oversight, supports the Governing Board by:

- Working with the Headteacher, SENDCo and relevant senior leaders to understand the strategic development of SEND provision and the barriers experienced by students with SEND and disabilities.
- Championing inclusive practice and student voice, while maintaining appropriate confidentiality and avoiding involvement in individual case management.
- Reporting key themes, assurance questions and areas for further scrutiny to the Governing Board or relevant committee.

The Headteacher is responsible for:

- Having overall responsibility for the provision, progress and wider development of students with SEND and/or disabilities, ensuring that the school uses its best endeavours to meet identified needs.
- Working with the SENDCo, senior leaders and Governing Board to determine the strategic development of SEND policy, provision, staffing and resources across the school.

- Ensuring that high-quality teaching, adaptive practice, reasonable adjustments and effective pastoral support are embedded as part of SGGS's whole-school approach to SEND.
- Fulfilling the role of Mental Health Lead in school and overseeing the strategy to promote mental health and wellbeing.

The Assistant Headteacher, Student Progress & Development, is responsible for:

- Overseeing the development of, and adherence to, the Equality Policy and Plan, including reasonable adjustments and accessibility for students with SEND and disabilities.
- Overseeing the development of, and adherence to, the Medical Conditions Policy, ensuring that medical needs, disability and SEND are considered together where appropriate.
- Overseeing the development of, and adherence to, the Attendance Policy, including support for students whose attendance may be affected by SEND, disability, mental health or medical needs.
- Providing professional guidance to the SENDCo, Progress Leads and pastoral staff so that inclusion, attendance, wellbeing and SEND provision are considered coherently.

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.
- Leading the graduated approach of assess, plan, do and review, ensuring that support is informed by evidence, student and parent/carer views, assessment information and agreed outcomes.
- Providing professional guidance to colleagues and working with staff, parents/carers and external agencies so that students with SEND receive appropriate support and high-quality teaching.
- Maintaining accurate SEND records, including the SEND register, Learning Passports, Individual Support Plans where used, provision mapping, actions taken and outcomes reviewed.
- Providing staff training on the graduated approach, areas of SEND, adaptive teaching, reasonable adjustments and effective strategies for students with identified needs.
- 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 and working with the local authority, health and social care services where appropriate.
- Working with the Exams Officer to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

Progress Leads are responsible for:

- Monitoring students' academic progress, attendance, behaviour and personal wellbeing, and identifying patterns that may indicate emerging or unmet need.
- Working with students, parents/carers, tutors, teaching staff, pastoral colleagues and the SENDCo to oversee ongoing progress and wellbeing, including for students with SEND.
- Referring students to the SENDCo where more specialist assessment, advice or special educational provision may be needed.
- Supporting review of Learning Passports or Individual Support Plans by ensuring that student, parent/carer and staff information is shared appropriately.

Teachers and Tutors are responsible for:

- Remaining responsible and accountable for the progress and development of every student in their class, including students with SEND, even where additional support is in place.
- Using high-quality teaching, adaptive practice, reasonable adjustments and subject-specific assessment to remove barriers to learning and support progress.
- Knowing and using relevant information from Learning Passports, Individual Support Plans, the SEND register and assessment evidence to plan, teach and review learning.
- Monitoring and recording evidence of progress, strengths, barriers and response to strategies, and sharing concerns promptly with Progress Leads and the SENDCo.

Pastoral Support Officers and Emotional Support Mentors are responsible for:

- Responding to needs presented through the Pastoral Office or through planned pastoral support, including barriers linked to attendance, wellbeing, social interaction or regulation.
- Sharing key information with Progress Leads, tutors, teachers and the SENDCo so that pastoral support informs the wider graduated response where appropriate.
- Supporting students and parents/carers in line with agreed pastoral or SEND plans, while recognising that teachers retain responsibility for learning and the SENDCo coordinates SEND provision.

Identification and assessment

All students 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.

Vulnerable students, including those for whom English is an additional language, students from ethnic minority backgrounds, students eligible for Pupil Premium or otherwise identified as disadvantaged, young carers and looked-after or previously looked-after students, are supported by the Progress and Well-being Team, including the SENDCo. However, students are not regarded as having special educational needs solely because their first language is not English.

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 requiring additional or different provision beyond the school's universal and additional needs offer may be placed on the SEND Register. This decision is based on an assessed pattern of need and the student's response to support, in line with the graduated approach. Where appropriate, an Individual Support Plan (ISP) will set out agreed outcomes, provision, strategies, responsibilities and review arrangements. The SENDCo coordinates this process with teachers, Progress Leads, parents/carers, the student and any relevant external agencies. Provision is reviewed at least termly, or sooner if needs change.

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, significant and long-term needs may require provision beyond the school's existing arrangements. Where appropriate, the school will advise parents/carers about requesting an Education, Health and Care needs assessment. If an Education, Health and Care Plan (EHCP) is issued by Warwickshire County Council, it will set out the support and provision required to meet the student's needs. The EHCP will be reviewed annually with the student, parents/carers, the school's SENDCo and other relevant professionals.

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
- ISP provision

The SENDCo is responsible for updating and overseeing records for students with SEND, including the SEND register, actions taken and outcomes reviewed. 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.

Many students with SEND also have Exam Access Arrangements (EAAs). For example, they may be supplied with a laptop if appropriate for public examinations, have rest breaks or 25% extra time, use fidget toys, noise cancelling headphones, word processing or an exam reader programme, or be placed in a smaller or separate room, as appropriate to their needs and within the capacity of the 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 March, the JCQ deadline, 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 – 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-reasonable-adjustments/>

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.

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 Board. As necessary, the Governing Board would expect the school to involve other bodies, including health and social care services, local authority support services and voluntary organisations, in meeting the needs of students with SEND and supporting their families.

Expertise and Training

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

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake training. Specific training needs and strategies are identified for students and shared with staff through documents such as Learning Passports and Individual Support Plans. The SENDCo works with the Senior Leadership Team to organise whole-staff and teacher training, both in house and externally, to share best practice and implement new strategies and initiatives. Support staff also attend training where necessary and have access to outside agency advice. Staff training needs are reviewed regularly and reflect the needs of the diverse cohort they teach and support.

The SENDCo regularly liaises with external professionals to obtain advice and guidance that informs school practice and supports the review of provision.

Monitoring and evaluation

This SEND policy is reviewed annually by the Governing Board. The SENDCo prepares an annual report for the Governors' Progress and Well-being Committee to support evaluation of provision, outcomes and statutory compliance.

 STRATFORD GIRLS' GRAMMAR SCHOOL STRATFORD-UPON-AVON		Progress Lead (HOH/HOSF)		Tutor / Mentor		Teacher			
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 MHU, Sept 2026 <i>In compliance with the SEND Code of Practice, this procedure is intended to include students with disabilities as well as those with SEN and to focus on the views of students and their parents/carers.</i>		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.					
		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.		HOH / SENDCO to review any saved student information and conduct informal discussion with staff member / student / parents/carers. Monitoring continues.					
		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.	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	Flourish targeted mentoring	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. Students provided with an ISP (Individual Support Plan).									