



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

SEND Information Report

Disclosable under Freedom of Information Act 2000 Yes

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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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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 Mandy Hughes, 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. At SGGS, we believe that effective SEND provision is built through strong partnerships with students and their parents/carers. Students are encouraged to share their views about their learning, wellbeing and support needs and are involved in decisions about their support wherever possible. Parents/carers are consulted throughout the identification, planning, delivery and review of support through meetings, telephone calls, email communication, surveys, transition activities and review processes. Their views are considered alongside information from school

staff and external professionals when determining appropriate provision and support. 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. Where evidenced and required, appropriate access arrangements, such as 25% additional time, may be granted for the entrance test.

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. At our Year 5 Open Evening, 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. Our Sixth Form Transition Day provides prospective students with a fully immersed experience on site, with clear guidance provided in our Familiarisation Day materials relating to SEND and pastoral support for sixth formers. Such visits provide support and familiarisation and can help with identifying any areas of need to address before starting at SGGS.

Parents/carers and previous 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 with Progress Leads and our Careers & Work Experience Coordinator, 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-16 and 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, where agencies require a clear picture of need in school.

Subject teachers monitor the progress of students and identify those with barriers to their learning, using adaptive teaching practices to support them. Parents/carers are made aware of progress regularly, through school progress reports, 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.

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. The effectiveness of SEND provision is evaluated through a range of measures, including academic progress data, attendance, behaviour and wellbeing indicators, student voice, parental feedback, learning walks, departmental reviews and outcomes from interventions. Where provision is not having the intended impact, support is reviewed and adapted in consultation with students, parents/carers and relevant staff. Additional interventions, specialist advice or revised targets may be introduced to ensure that students continue to make progress and can participate fully in school life.

Staff Expertise and Training

Our SENDCo, Mrs Hughes has completed the National Professional Qualification for Special Educational Needs and Disabilities (NPQSEND) and is an Adaptive Teacher Trainer. As a member of the Senior Leadership Team, Mrs Hughes undertakes regular professional development to remain informed of current SEND legislation, guidance and best practice. Professional learning relating to SEND forms part of the school's continuing professional development programme and is delivered through whole-school INSET, staff briefings, departmental development activities and external specialist training.

Training is responsive to the needs of students and may include autism, ADHD, dyslexia, mental health, adaptive teaching, sensory needs, the graduated approach, exam access arrangements and reasonable adjustments. Staff are encouraged to develop their expertise further through external training opportunities and professional qualifications where appropriate.

The introduction of the Warwickshire Schools' Inclusion Charter (2023) provides an overview of our commitments to students and parents/carers. We 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 where appropriate.

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. Quality First Teaching (QFT) is delivered, with professionals responding to the 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 peer mentoring for wellbeing, tailored group sessions run through Warwickshire's Educational Psychology Services, Flourish targeted mentoring support, or one-to-one sessions with LifeSpace, with the impact monitored and reviewed to inform further planning. We have a range of accessibility support for disabilities and work with professionals, students, parents/carers and agencies to tailor this where needed.

Students who have been identified with SEND and need 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 through teachers' Quality First Teaching. A personalised Learning Passport can be created to summarise the student's needs and 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 Learning Passports are reviewed at least annually and, where appropriate, as part of termly SEND review processes or whenever needs change. 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, and small group workshops.

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. We assess the student's short-term needs, plan and deliver targeted support and then review progress. Students who need more structured support, adaptations and/or support from outside agencies are placed on the SEND Register and recorded as receiving SEN Support. These students may also be given an Individual Support Plan (ISP), which is reviewed at least termly with students and parents/carers and additionally whenever needs or circumstances change. Outcomes from reviews are used to evaluate progress, identify any barriers to learning and determine next steps in provision and support.

Reviewing Progress

For students receiving SEN Support, progress is reviewed through the graduated approach of Assess, Plan, Do, Review. Learning Passports and Individual Support Plans are reviewed regularly, normally at least termly, and whenever a significant change in need occurs. Students and parents/carers are actively involved in reviewing progress and evaluating the impact of support. Information gathered through review

meetings, progress data, attendance, student voice and feedback from staff and parents/carers informs future planning and decision-making.

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, which must be led by our own 'picture of need'; we are required to demonstrate significant and long-term difficulties impacting the student's access to exams as well as establishing the student's normal way of working by gathering evidence from teachers. All exam access arrangements are in place by April of the exam year, except in very exceptional circumstances.

Depending on a clear and compelling 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 and long-term engagement, despite higher-level cycles of intervention on the SEND Register, may benefit from an Education, Health and Care needs assessment for further support up to the age of 25 through the County Council. Support and guidance is available from our SENDCo and SENDIAS. For students with an EHCP, more tailored programmes of study and regular assess-plan-do-review cycles help to ensure their needs are met so they can access learning and participate meaningfully in school life.

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 printed formats for prospective students on request. Reasonable adjustments can be accommodated for prospective students needing more tailored transition arrangements for open evenings and other school taster days – parents/carers are asked to contact school in advance to discuss any significant barriers to access.

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
- Flourish Mentoring
- Young Mind Matter Mentoring
- 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 Mandy Hughes, can be contacted via email: hughes.m@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>

Concerns and Complaints

We encourage parents/carers to raise any concerns regarding SEND provision with the SENDCo in the first instance so that issues can be discussed and resolved collaboratively. Where concerns remain unresolved, parents/carers may contact the Headteacher and follow the school's Complaints Procedure, which is available on the

school website. Parents/carers may also seek independent information, advice and support through Warwickshire SEND Information, Advice and Support Service (SENDIAS).