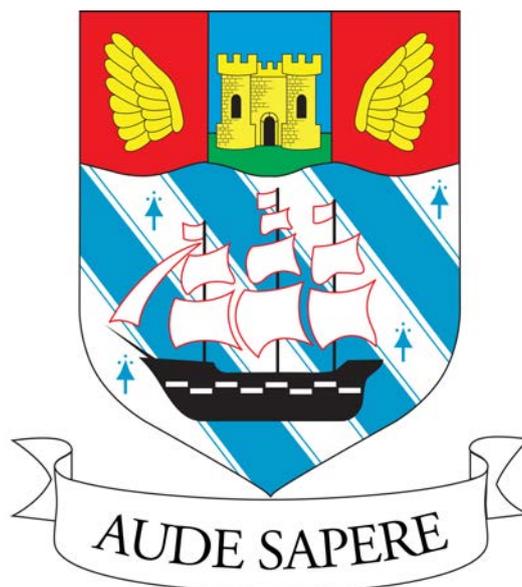


Special Educational Needs and Disability (SEND) Policy

Torquay Girls' Grammar School



Approved by: (Chair of Governors)

Date:

Last reviewed on: N/A

Next review due by: January 2021

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The School Development Plan 14-21 main aims are:

1. **Academic Achievement. *Girls leave having made, at least, the expected academic progress.*** They continue to be eager to learn and are equipped with the learning skills to do this effectively.
The 2017-18 key objectives set out a SEND focus being – Whole school focus on improving Intervention Procedures pre and post lesson, for all students and for specific groups e.g. SEND, PP, Able.
2. **Personal Development. *Girls develop into rounded, balanced individuals.*** The girls are well-adjusted and comfortable with who they are. They have developed good sense, good judgement and the mental toughness to be successful. Their learning skills are well developed.
3. **Caring Attitudes. *Girls make a positive contribution to the community.*** The girls take every opportunity to improve their world through their careers, relationships and interactions at a local, national and global level.

See SEND Procedures and SEND Information Report for more detail.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- The Equality Act 2010, <https://www.gov.uk/guidance/equality-act-2010-guidance>, which legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Zoe Beard – Torquay Girls' Grammar School (zbeard@tggsacademy.org / 01803 613215)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring they follow the school's SEND Procedures

5. SEND Information – See TGGs SEND Information Report for more detail on sections 5.1-5.18 (available on the school website)

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).

This area of need is dealt with and managed by the Pastoral Team in school comprising of Head of Upper School (Deputy Head), Head of Lower School (Deputy Head), Head of KS4, Safeguarding Lead, Heads of Year, Assistant Heads of Year, Tutors, Attendance Officer, School Counsellor and School Nurse.

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed or whether something different or additional is needed.

See SEND Procedures for more detail on:

- SEND Standard interventions
- Year 7 admissions
- Year 12 SEND admissions (students joining from other schools)
- SEND Referrals from parents
- SEND Referrals from students

- SEND Referrals from teaching staff / pastoral team
- Educational assessment procedure
- Student Support Review (SSR) Procedure
- SEND Student Subject Reports
- Parents Evenings
- Autism Champion Role
- Pupil Progress – Data Analysis
- Access Arrangements and Examinations

(The SEND Procedures document is available on the school website)

5.3 Consulting and involving pupils and parents

We will communicate with the pupil and their parents when identifying whether they need special educational provision. These communications will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early communications will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

See SEND Procedures for more detail on:

- SEND Standard interventions
- Year 7 admissions
- Year 12 SEND admissions (students joining from other schools)
- SEND Referrals from parents
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(The SEND Procedures document is available on the school website)

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

See SEND Procedures for more detail on:

- SEND Standard interventions
- Year 7 admissions
- Year 12 SEND admissions (students joining from other schools)
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(The SEND Procedures document is available on the school website)

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Those with an EHC plan have an enhanced annual review during transition stages whereby relevant professionals are invited to attend and contribute.

The school Pastoral team are responsible for providing a programme of activities and information relevant to specific transitional year groups.

See SEND Procedures for more detail on:

- Year 7 admissions
- Year 12 SEND admissions (students joining from other schools)

(The SEND Procedures document is available on the school website)

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

See SEND Procedures for more detail on:

- SEND Standard interventions
- Student Support Review (SSR) Procedure
- SEND Student Subject Reports
- Parents Evenings
- Pupil Progress – Data Analysis

(The SEND Procedures document is available on the school website)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing where necessary.
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

See SEND Procedures for more detail on:

- Student Support Review (SSR) Procedure
- Pupil Progress – Data Analysis
- Access Arrangements and Examinations

(The SEND Procedures document is available on the school website)

See the schools Accessibility Plan for more detail

5.8 Additional support for learning

We have:

- 1 full-time Higher level Teaching Assistant (HLTA) – 35 hours per week
- 1 part-time Technical Teaching Assistant (TTA) – 20 hours per week
- 1 part-time Teaching Assistant (TA) - 14 hours per week
- 1 part-time SEND Administrator – 15 hours per week

Teaching assistants will support pupils on a 1:1 basis where and when appropriate

Teaching assistants will support pupils in small groups where and when appropriate

We work with a range of outside agencies including health and social care professionals to provide support for pupils with SEND

See SEND Procedures for more detail on:

- Autism Champion Role
- Access Arrangements and Examinations

5.9 Expertise and training of staff

Our SENDCo has 3 years' experience in this role and has also worked as a Head of Year and is part of the extended SLT. She has completed the National Award for Special Educational Needs Co-ordination (PGCert) She is allocated 4 hours a week to manage SEND provision.

Our HLTA has 15 years' experience within SEND. She has completed the National Award for Special Educational Needs Co-ordination (PGCert). She has got a Level 7 Certificate in Psychometric Testing for Assessing and Access Arrangements. She has obtained a first class honours degree in Teaching and Learning, specialising in SEN. She has experience of managing the SEND team whilst the SENDCo has been on Maternity Leave.

We have a team of SEND staff (see 5.8) who are trained to deliver SEND provision.

SEND Professional Development for general staff has included:

- Growth Mindset
- Autism Awareness training
- Dyslexia awareness training
- EpiPen training
- Diabetes management training
- Visual impairment awareness

5.10 Securing equipment and facilities

An annual budget is allocated to the SEND department to secure specialist equipment such as photocopying requirements, coloured overlays, laptops for those needing to word process (loaned to students on a lesson-by-lesson basis), staff training equipment such as specialist books, large print books, latest psychometric tests, stationary etc.

For those with an EHC plan or those requiring additional resources, equipment or facilities beyond the SEND department allocation, the budget is managed by the Director of Finance and Resources.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils through:

- SSR's
- Parents Evenings
- SEND Subject Reports
- Data Analysis

- Classroom Observations
- 1-1 support
- Group support
- Monitoring by the SENDCo
- Teachers use Class Intervention Maps
- Holding annual reviews for pupils with an EHC plans
- Liaising with relevant health and social care professionals including advisory teachers

See SEND Procedures for more detail on:

- SEND Standard interventions
- Educational assessment procedure
- Student Support Review (SSR) Procedure
- SEND Student Subject Reports
- Parents Evenings
- Autism Champion Role
- Pupil Progress – Data Analysis

(The SEND Procedures document is available on the school website)

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

Support for social, emotional development is primarily dealt with and managed by the Pastoral Team in school comprising of Head of Upper School (Deputy Head), Head of Lower School (Deputy Head), Head of KS4, Safeguarding Lead, Heads of Year, Assistant Heads of Year, Tutors, Attendance Officer, School Counsellor and School Nurse.

In addition the school provides a comprehensive range of extra-curricular activities and groups that support students socially and emotionally. There are also a number of positions of responsibility within the school available to all pupils. Further details can be found on the school website and in the SEND Information Report.

The anti-bullying policy can be found on the school website.

5.14 Working with other agencies

We work with a range of outside agencies including the local authorities of Torbay and Devon as well as health and social care professionals to provide support for pupils with SEND. We also support families by providing details of other support services via our SEND Information Report and the SEND section of the school website.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The SEND section on the school website provides links to local and national support services available to parents in your area.

5.17 Contact details for raising concerns

SEND concerns - SENDCo

Safeguarding concerns – Safeguarding Lead

Pastoral Concerns - Pastoral team (Deputy Head of Head of Upper / Deputy Head of Lower School, Head of KS4, HOY's, AHOY's, Tutors)

Teaching and Learning – Subject Staff (subject teachers, HOD's, Deputy Head in charge of Teaching and Learning)

More information can be found on the school website.

5.18 The local authority local offer

Our contribution to the local offer is:

<http://tggsacademy.org/sites/all/themes/footprints/downloads/SENDLocalOffer.pdf>

Our local authorities' local offers are published here:

Torbay Council: <http://fis.torbay.gov.uk/kb5/torbay/fsd/localoffer.page?localofferchannel=0>

Devon County Council: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

6. Monitoring arrangements

This policy will be reviewed every 3 years. This policy will be approved by the governing board.

The school's SEND Procedures and Information Report will be reviewed by the SENDCo **every year**.

7. Links with other policies and documents

This policy links to the schools policies / information on:

- SEND Information Report
- SEND Procedures
- Accessibility Plan
- TGGGS School Development Plan
- Word processing in Examinations Guidelines
- Behaviour Management Policy
- Administration of Medicines
- Complaints Procedure
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Anti-bullying Policy
- Careers Education Policy
- Pupil Premium Policy
- Exams Policy
- Curriculum Aims Statement
- Health Education Policy
- Supporting Pupils with Medical Conditions

Please see the school website for more information.