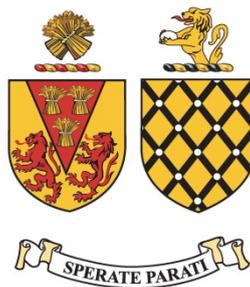


Watford Grammar School for Girls

Special Education Needs & Disability (SEND) Policy



This is a Statutory Policy required by all academies under the Code of Practice: 0 to 25 years, Jan 2015

This policy needs to be read in conjunction with the Access Arrangements; SEN Information Report & Local Offer

This policy adopted by Board of Governors	10 th July 2017
Next review date	June 2020
Committee Responsible:	Education
People responsible for the implementation of the policy:	Governors, Headteacher, SLT, SENCO, School staff

Contents

- 1. General Aims and Ethos**
- 2. Definition of SEND**
- 3. Identifying SEND**
- 4. Graduated Approach to SEND Support**
- 5. SEND support**
- 6. Monitoring and Evaluation of SEND**
- 7. Transition & Preparing for Adulthood**
- 8. Accessibility**
- 9. How is SEND is funded at Watford Grammar School for Girls?**
- 10. Staff Training**
- 11. Roles and Responsibilities**

Appendices

- Appendix 1 - The Graduated Approach to SEN at Watford Grammar School for Girls**

1. General Aims and Ethos

Aims

Our aims define our purpose and primary objectives.

We aim to ensure that each girl:

- Is encouraged to achieve academic excellence, fulfil her potential, aiming to reach the highest standards in all areas of school life.
- Is equipped with the ambition to determine her own future and a lifetime love of learning.
- Achieves a sense of confidence, resilience and personal responsibility.
- Develops a growth mindset through the maxim 'I can do it and I will do it!'

Ethos

The characteristic spirit of our community.

The ethos of the school is based firmly on our record of academic success. We encourage all girls to strive for academic excellence. We value hard work, scholarship and reading and believe that these should remain part of each girl's life as she develops a life-long love of learning. We strongly encourage girls to achieve their highest potential and to participate actively in all areas of school life, such as music, sport, community service and enrichment opportunities. We encourage girls to aim for the highest standards in everything they do and we recognise each girl's individual talents. We build the confidence, resilience and personal responsibility of the girls by taking every opportunity to develop these in lessons and extra-curricular activities, and by encouraging girls to participate in opportunities that will enrich and enhance their school experience. As a community, we respect our traditions and promote care, consideration, toleration and trust.

SEN & Learning Support Department aims:

- To promote effective provision within and across the curriculum to meet the needs of SEND pupils.
- To contribute to an environment in which SEND pupils feel that all members of the school value their efforts and achievements.
- To identify pupils in need of SEND Support.
- To assess the learning needs of SEND pupils.
- To ensure SEN pupils make effective use of resources within and beyond the school.
- To support the teaching staff and provide appropriate SEND training where necessary.
- To report individual pupils identified as having SEND needs to all members of the school staff.
- To provide appropriate support to SEND pupils.
- To monitor all aspects of SEND and Learning Support.

2. Definition of SEND

The school identifies pupils as having Special Educational Needs & Disability if they meet the definition set out in the Special Educational Needs (SEND) Code of Practice (DfE 2015). SEND is defined as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. "

Children have a learning difficulty if they:

- a) have a *significantly greater difficulty* in learning than the majority of children of 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 children of the same age in schools within the area of local educational authority or
- c) have “*a physical or mental impairment* which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.” (Equality Act 2010)

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

However:

“Whether or not a child has SEND depends both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school, but not another”. DfEE: Excellence for all (1997)

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is „...a physical or mental impairment which has a long-term and substantial adverse effect, on their ability to carry out normal day-day activities.

(SEND Code of Practice 2015)

3. Identifying SEND

Special Educational Provision at Watford Grammar School for Girls may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the pupil has special educational needs and appropriate provision will be identified to meet the pupils' individual need(s).

Lack of adequate progress may be indicated by:

- *Little or no progress* despite the use of targeted teaching approaches and a differentiated curriculum.
- *Working at levels significantly below age expectations*, particularly in Literacy or Numeracy.
- Presenting with *persistent emotional and / or behavioural difficulties*, which have not been managed by appropriate strategies usually employed.
- *Sensory or physical impairments* that result in little progress despite the provision of appropriate aids or equipment.
- *Poor communication or interaction*, requiring specific interactions and adaptations to access learning.

The school recognises this range of needs and plans for them. We aim to meet individual needs once they are identified.

The following are NOT SEND but may impact on progress and attainment:

- Disability (the Code of Practice 2014 outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4. Graduated Approach to SEND Support

We have a flow diagram that demonstrates our new whole-school approach to SEND (see appendix 1). This reflects the new Code of Practice (2015) approach called, '**Assess, Plan, Do, Review**'. The school has a SEND Support register that includes all pupils with an EHC Plan and those identified as having additional needs but who do not have a statement or an EHC Plan. Some pupils who are on our register have already been identified at primary school. However, some pupils' difficulties become evident as they face the challenges of secondary level education. For this purpose there is an additional SEN monitoring list which helps SEN Dept to engage and communicate with teachers in the gathering of information when initial concerns are being raised. During the monitoring phase we collect evidence from pupils, subject teachers, HOY, parents/carers. Appropriate testing is carried out and then those who meet the SEND criteria (see Section 2), are then added to the SEND register.

Our approach to the identification and management of these difficulties will be guided by the Special Educational Needs and Disability Code of Practice: 0 to 25 years, Department for Education (DfE), 2015, or any substituting or amending code of practice issued from time to time by the Department of Education (DfE).

Our school has the following measures in place to ensure we identify learning difficulties and/or SEND.

➤ Screening

a) Primary liaison

- Our school works in partnership with local SENCOs, including those from the feeder primaries. We visit the majority of feeder primaries for transition meetings during Year 6 and also non-feeder primaries when contacted by those SENCOs. This sometimes involves meeting the parents of pupils who are identified as having particular transition concerns.
- The LA consults with the school about students who are transferring with statements or EHC Plans in the autumn term of Year 6.
- We prepare relevant information about our pupils with SEND in pupil profiles and make these available to teachers and classroom support staff.

b) Initial screening

Once in our school all pupils are screened using:

- KS2 data
- NFER reading tests
- Vernon spelling tests
- English, Maths and Science baseline tests
- Additional tests where appropriate e.g. WIAT II, CTOPP II, WRAT 4
- Teacher / parent referral

c) Screening in other year groups

- Using our graduated approach, teachers or Heads of Year (HOY), parents/carers who may be concerned about a pupil's lack of progress or social, emotional and mental well being, social interaction, physical and sensory will inform the SENCO. A member of SEND staff will meet with the pupil followed by a range of relevant assessments, if necessary. Parents/carers will be informed of this development.
- Outcomes of assessment may lead to a specific timed intervention; suggested strategies will be shared with parents/carers and teachers.
- The SENCO may advise or request additional assessments from other professionals.

e) 'Assess, Plan, Do, Review' (See Appendix 1)

➤ When a student is falling behind:

The graduated response 'Assess, Plan, Do, Review' will start once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether SEN provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and parents/carers. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

A member of the SEN staff will further assist the subject teacher to ensure that additional specific timed interventions, with outcomes, are deployed in or out of the classroom. If these are unsuccessful the SENCO will involve parents/carers and plan the next steps. This may involve seeking the advice and guidance of other professionals and further assessments. The pupil will then be placed on the SEND Support register and appropriate support put in place. Teachers will be informed of the strategies to be used (via a pupil profile) and the pupil progress will be reviewed termly. Where sufficient progress against outcomes is made the pupil will be removed from the SEND Support register. This decision will be made using progress data, teacher reports and/or outside professionals' advice.

➤ Involving parents and pupils in planning and reviewing progress -

- Where a pupil is receiving SEND support the SEN & Learning Support department, and the HOY / form tutor will communicate with parents regularly to set targets and review progress towards them. They will identify the responsibilities of the pupil, the parent and the school. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Feedback to parents/carers can also be given at any time through email contact or via telephone calls.
- The SEN & Learning Support department offer an open door policy where parents/carers can access the SENCO or the SEN staff regularly.

➤ Support from outside professionals (External Agencies and Specialist Services:)

Where necessary advice can be sought with many outside agencies and specialist services for target setting and working towards particular outcomes.

Summaries of Reports from the professionals are used to update pupil profiles which are then circulated to all relevant teaching staff and the Head of Year. The external agencies and specialist services could include:

- Educational Psychologist
- Advisory Teachers for autism, hearing impairment and visual impairment
- Speech and Language Therapist
- Connexions Personal Advisors –work based learning
- Chessbrook support – Outreach Counselling services, modified curriculum support at Chessbrook, Reflect and Relaunch – Thinking Matters Support
- Child and Adolescent Mental Health Mentoring Services (CAMHS)
- Virtual Schools Education Advisers – for children who are looked after and have SEND

➤ **Supporting Education, Health and Care Plans**

- In some exceptional circumstances, the special educational provision required to meet some of the pupils' needs cannot be provided from within normal resources; in which case evidence is gathered to request an assessment by the local authority for an Education, Health and Care Plan. Parents have the right under S.36 (1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care Plan, The School also has the right to (under S.36 (1)) to ask the local authority to arrange an assessment. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the first tier Tribunal (Health, Education and Social Care).
- The SENCO liaises closely with the Head of Year, Welfare Officer, parents/carers, the Educational Psychologist and appropriate outside agencies to complete the EHCP paperwork. The purpose is to meet the special educational needs of the pupil, to secure them the best possible outcomes across education, health and social care and, as they get older, prepare them for adulthood. The decision on whether to apply for an EHC Plan assessment would be made by the SENCO in consultation with parents/carers.
- Students with a statement or an EHC Plan will have an individual pupil plan which is planned and reviewed termly. Parents and pupils are involved in this process.

5. SEND support takes many forms but might include:

Supporting Staff and SEND Pupils

- strategies and recommendations (on pupil profile) shared with teaching and support staff to ensure the pupils' needs can be met in the classroom
- extra help from a teacher, support staff or a sixth former
- support in non-curricular time - reading club, spelling club, catch-up club
- 1:1 teaching
- small group intervention
- an individual timetable
- support for speech therapy, medical, physical or personal care difficulties
- counselling
- mentoring
- specialist differentiation or resources or equipment
- assessment for special exam arrangements.

➤ **Supporting pupils with medical needs**

Pupils with medical problems are looked after by the Welfare Officer. Where a pupil with SEND also has a medical issue, the Student Welfare Officer and the SENCO will work together.

➤ **Supporting Pupils, Parents and carers**

- The Local Authority is required to publish The Local Offer with details of support available for families.
- The school is required to produce an annual SEND Information Report and this links directly to The Local Offer and the school's SEND policy. Details of the report can be found on the school's web site under Pastoral/School Support.
- The school's Heads of Years provide support for parents and pupils during the school year and in the run up to exams.
- Local Authority and NHS agencies may support the family and include: Family Support workers, CAMHS, etc
- The school will ensure that access arrangements are put in place for those pupils who meet exam board criteria. Reasonable adjustments are made for pupils with a disability which prevents or hinders them

from being able to sit examinations in the same way as the majority of pupils. The Exam Officer works closely with SEND staff to ensure appropriate support is then put in place.

- There are close links with partner primary schools and transition days prior to joining the school.
- The SENCO arranges transition meetings in order to prepare for SEND pupils entering the school.
- Pupils are supported during the transition and Options process e.g. extra skills course at the end of the Yr 7.
- The school employs a careers advisor who offers valuable information, advice and guidance for Yr 9, 10, 11, post-sixteen and transition phases. Additional advice is available from the Local Authority for pupils with additional needs.
- The school counsellor is professionally trained and qualified and works to support the emotional needs of students for whom there is a concern.

6. Monitoring and Evaluation of SEND

The school is able to monitor the success of its provision by looking closely at a number of factors including:

- The progress of SEND students academically and socially through internal and external assessment, and monitoring behaviour and attendance.
 - Accessibility of classrooms for disabled students by adapting timetables and rooming.
 - Arrangements to ensure accessibility and safety for all.
 - Inclusion in PE and all co-curricular activities and trips.
 - Support staff being made aware of the specific requirements of pupils.
 - The use of the form tutor and Head of Year to monitor pupil well-being.
 - Regular weekly meetings between the SENCO and Assistant Head Teacher
 - Regular whole-school SEND Dept Learning Walks that include a focus on teaching & learning and differentiation.
 - A regular meeting with the SEND Governor.
 - All SEN staff have regular CPD opportunities
 - All teachers take part in regular Teaching and Learning sessions that focus on CPD for the classroom.
 - The SENCO ensures that required training is up to date for all new teachers & support staff.
- A formal evaluation of the effectiveness of the SEND provision and policy is compiled in the departmental Self Evaluation Report. This is published on a yearly basis.

7. Transition & Preparing for Adulthood

At Watford Grammar School for Girls we raise the career aspirations of the SEND pupils and broaden their employment horizons. We use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.

One of the most effective ways to prepare pupils with SEND for employment is to arrange work-based learning in collaboration with Connexions and Chessbrook, that enables them to have first-hand experience of work.

The school works closely with Connexions, both with year group information and individual consultations. We support transition, by sharing the SEND pupil's information with the school staff, Connexions Careers agency, College or other setting the pupil is moving to, in consultation with the parents.

SEND support at Watford Grammar School for Girls includes planning and preparation for the transitions between Primary to Secondary phases of education and preparation for adult life Yr 7 to 13.

8. Accessibility

The Accessibility Plan is regularly reviewed by Governors. The current focus of the plan is:

- To improve access to all areas of the school for wheelchair/crutch users where practical.
- To improve accessibility and safety for disabled parents/carers or pupils with a temporary disability or injury.
- To deliver information more effectively to visual impaired pupils and parents/carers.

Adaptations to resources and information are made via a variety of strategies on an individual basis for pupils, parents/carers and all other adults visiting the site.

Members of staff may be contacted through the use of the school email system or the office telephone, during school hours.

9. How is SEND funded at Watford Grammar School for Girls?

Most of the funding for the school is via a local funding formula, discussed at local schools forum. Additional allocation for sixth form is made based on a national funding formula.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not ring-fenced but is intended for the school to provide high quality and appropriate support from the whole of its budget.

As a part of budget planning, the Governing Body and the Headmistress establish a clear picture of the resources available. They have a strategic approach to meeting SEN needs of pupils in the context of the total resources available; including those for targeted groups e.g. Pupil Premium.

The local authority may also provide “top-up” funding where the cost of provision exceeds the threshold figure nationally prescribed.

10. Staff Training

There will be a planned approach to staff training throughout the year. This will include sessions that all staff will be expected to attend and others in which staff will be encouraged to participate. There will be a combination of expert advice from specialists, dissemination of expertise and knowledge from courses attended and sharing good practice. The training needs of staff will be identified by feedback from staff, SEND Staff link meetings, lesson observations and learning walks.

In order to maintain and develop the high quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and SEND teaching support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain systems and structures in place around the school's SEND provision and practice and to discuss the individual needs of pupils. The SENCO regularly attends local SENCO meetings, (general and secondary focused), in order to keep updated with local and national updates in SEND.

11. Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the SEND Code of Practice (2015) guidelines and school job descriptions.

The Governing Body responsibilities: SEND Governor: Mrs Fiona Shore

Contact details Mrs.Shore@watforgirls.herts.sch.uk

- In partnership with the Headmistress, the Governors have responsibility for deciding the school's general policy and approach to meeting the needs of students with Special Educational Needs and Disability (SEND).
- Ensuring, through the staff appraisal system, that the Headmistress sets objectives and priorities in the school development plan that includes provision for SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing and have an opportunity during the school year to meet with staff and students with SEND.
- Reporting annually to parents on the school's policy through the SEND report on the website

The Acting Headmistress: Miss Sylvia Tai

- Setting objectives and priorities in the school's development plan, which includes SEND
- Informing the Governing Body
- Responsibility for allocation of funding devolved from the LA for SEND.
- Advocate of SEND on the school leadership team.
- Ensuring that Pupil Premium (PP) funding is allocated

Co-opted Senior Teacher (Curriculum)

- The person responsible for management of Pupil Premium Grants and Children Looked After funding is Dr Sara Macpherson
- The SENCO is responsible to her line manager in the Senior Management team Dr Sara Macpherson for the management of SEND provision and the day-to-day operation of the policy. Contact details s.macpherson@watfordgirls.herts.sch.uk

Co-opted Senior Teacher (Pastoral)

- The Designated Senior Person with responsibility for meeting the pastoral needs of pupils and Safeguarding is Ms J Shrimpton Contact details ms.shrimpton@watfordgirls.herts.sch.uk

Welfare Officer: is Ms C Hibbert

- The person/s with responsibility for medical needs is Ms C Hibbert. Contact details miss.hibbert@watforgirls.herts.sch.uk

SEN Coordinator (SENCO):

The teacher responsible for Co-ordinating SEN provision is Mrs Kiran Chopra. Contact details mrs.chopra@watforgirls.herts.sch.uk. Responsibilities include -

- Screening and identifying pupils with learning difficulties and/or SEND.
- Supporting the teaching and learning of pupils with SEND.
- Advising on the graduated approach to SEND
- Ensuring that appropriate Individual Pupil Profiles are in place
- Liaising with and advising fellow teachers and support staff.
- Deploying the School's Learning Support staff, which includes Teaching Assistants & SEND secretary?

- Providing CPD opportunities to support staff to effectively teach pupils with SEND.
- Managing and developing the roles of SEND support staff, through training and appraisal.
- Ensuring liaison with parents and other professionals in respect of a pupil's special educational needs;
- Being responsible and accountable for the whole-school SEND resources.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs
- Liaising with outside agencies

Heads of Department:

- Working alongside the SENCO as middle leaders of SEND
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring provision of appropriate teaching resources for students with SEND

Teachers:

- “All teachers are teachers of special educational needs” (Code of Practice 2015)
- Quality first teaching -devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND & Learning Support Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring pupil profiles are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Being fully aware of the school's procedures for SEND.
- Raising individual concerns to the SENCO.
- Ensuring that they undertake training and development in SEND and engage in coaching and mentoring as part of continuing professional development (CPD).

Classroom support staff

- Supporting pupils with SEND and the wider school population.
- Planning and delivering individualised programmes where appropriate.
- Monitoring progress against targets using Pupil Profiles.
- Contributing to individual SEND pupil's target setting and the review progress, either in person or with a written report.
- Working with small groups in or out of the classroom, under the direction of the subject teacher.
- Supporting SEND pupils on Educational Visits, where possible.
- Jointly planning with teachers, where appropriate.
- Support staff are deployed by the SENCO

SEND Policy Consultation

Governors

Head teacher

Deputy Head teacher

K Chopra & SEND Staff

Dept Link Teachers 13th June 2017 & 10.10.17 -'**Assess, Plan, Do, Review**' / **SEND Policy shared**

Appendix 1

THE GRADUATED APPROACH TO SEND AT WATFORD GRAMMAR SCHOOL FOR GIRLS

Teachers

ASSESS

- Quality first teaching but pupil not progressing
- Consult pupil and parent
- Dept provision
- Pupil still not progressing & you suspect SEND or learning difficulty
- Staff inform SEND Dept /HOY



Teachers and SEND STAFF

PLAN

- Pupil still not progressing
- SENCO -analysis of pupil needs
- Agree adjustments, interventions and support – agree time frame
- Formally notify parent & Staff
- Record expected impact on progress – ‘expected outcomes’
- Book date to review
- Pupil Profile created and shared with all relevant staff.
- Provide support, where necessary, to meet outcomes based on evidence provided by staff with skills and knowledge

SEND STAFF

REVIEW

- Review in line with agreed date
- Evaluate impact-pupils and parents views
- Three mini cycles of ‘assess plan, do, review’



Teachers and SEND STAFF

DO

- High Quality Differentiation
- Teaching Staff remain responsible for pupil day to day
- Teaching Staff to work closely with support or specialist (link to class teaching)
- SEND staff to support class teacher

SENCO / HOY / Form Tutor



INVOLVING SPECIALISTS.....

- Where the pupil still does not make expected progress
- Where informal assessment indicates this
- Schools to work with LA and other providers may include commissioning services
- SENCO, Form Tutor , HOY, specialist and parents to decide nature of-support and expected outcomes



SENCO

REQUESTING EHC PLAN ASSESSMENT

- Pupil still not making progress with existing SEN intervention and support
- Apply for EHC Plan?