



1. How does the school know if children/young people need extra help and what should I do if I think my child might have Special Educational Needs?

The teachers and the SEN department in the school will identify if your child has Special Educational Needs (SEND). They will be the people to address your child's individual needs first within the classroom setting. They will also use information provided from junior schools and results from prior testing. Information from parents regarding their child's history is valuable evidence in supporting identification. If you think that your child has SEND, please contact the school directly.

Children are assessed at regular intervals throughout the school year and the results from this help identify if your child has SEND.

2. How will school staff support my child?

The majority of your child's learning needs will be supported or addressed by high quality, differentiated teaching in the classroom.

Additional SEN Support may be required where evidence points to the pupil needing support "additional to or different from" her peers.

For a few SEN pupils, highly differentiated and individualised interventions may be necessary.

3. How will I know how my child is doing?

If your child is identified as having SEND you will be notified by the school and graduated support for your child will be put in place. Your views and the views of your child will be requested when considering appropriate interventions.

Information will be shared with you at review meetings in addition to normal school reporting arrangements.

4. How will the learning and development provision be matched to my child's needs?

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in the lessons for meeting the diverse needs of all learners. This includes appropriate seating plans within the classroom and specialist equipment for students with specific needs, where identified. Relevant staff will be made aware of your child's identified needs.

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5. What support will there be for my child's overall wellbeing?

Your daughter's Form Tutor is the principal source of support for her overall wellbeing at school, supported by the Head of Year who in turn works closely with the Pastoral Deputy Headteacher. Their liaison with parents is a priority. Outside provision from other agencies is available, with parental agreement.

A Common Assessment Framework could be implemented if more than one agency is involved.

Within the curriculum, Personal and Citizenship Education (PACE) provides a programme which covers a wide range of topics related to growing up, relationships, careers and general health and wellbeing.

We can also provide access to medical support from the Welfare Officer at school, or from key members of staff, or first aid trained staff; opportunities for vaccinations and health checks will be provided when necessary. Access to the Hertfordshire County Council School Nurse Service is provided where appropriate.

6. What specialist services and expertise are available at, or can be accessed by, the school?

Specialist teacher for Exam Dispensations, Educational Psychologist, Speech and Language Therapist, Connexions, Visual Impairment Team, Hearing Impairment Advisory Service, Young Carers Development Worker, Child and Mental Health Service (CAMHS), Chessbrook Education Support Centre, Autistic Advisory Service, Targeted Youth Support Team, Counselling, Occupational Therapy and Physical Therapy teams.

7. What training have the staff who are supporting children and young people with SEND had or are having?

The school has a programme of Continuing Professional Development opportunities in and out of the school for all relevant staff. In addition, your child's teachers and support staff will have access to a designated Special Educational Needs Coordinator (The Head of SEN and Learning Support).

8. How will you help me to support my child's learning?

The school will communicate regularly with you about your child's progress. This will be through parents' evenings, normal reporting procedures, contact with Form Tutors, subject teachers, pastoral leaders or the SEN and Learning Support Team.

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9. How will I be involved in discussions about, and planning for, my child's education?

All the above contact will provide you with an opportunity to discuss plans for your child's education.

In addition, the pupils receiving SEN Support will follow the graduated response recommended by the SEN Code of Practice 2014, which will include you in the 'Assess, Plan, Do, Review' formula.

10. How will my child be included in activities outside the classroom including school trips?

All reasonable adjustments will be made in order that your child is given the opportunity to participate in activities outside the classroom, including school trips.

11. How accessible is the school environment?

The age and nature of the school buildings and the site do limit access to a number of areas of the school. However, where possible, adjustments have been made, such as disability toilets, ramps, lifts in Hyde House and the Music area. It is not possible to make adjustment to all the areas of the school.

12. Who can I contact for further information?

Your first point of contact in the school will be your child's Head of Year who may liaise with the SEN and Learning Support Team.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The school will help prepare and support your child through her transition from primary school by liaising with her previous school, sharing information, meeting with members of staff and in induction sessions.

We will further provide information to other schools or colleges in line with statutory requirements from the SEN Code of Practice 2014.

14. How are the school's resources allocated and matched to children's Special Educational Needs?

The budget for SEN pupils is used to provide staffing, books and equipment for those pupils identified as requiring SEN Support.

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15. How is the decision made about how much support my child will receive?

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson for meeting the diverse needs of all learners.

The support that your child will receive will depend upon the type and degree of need which is additional to and different from that of their peers.

16. How can I find information about Hertfordshire County Council's Local Offer of services and provision for children and young people with special educational needs and disability?

Via [www.hertsdirect.org/local offer](http://www.hertsdirect.org/localoffer)

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