

SEND Information Report

1. What types of SEND are provided for?

Watford Grammar School for Girls support students with a range of Special Educational Needs and Disabilities (SEND) categorised under the four broad areas of need:

- a. **Communication and Interaction:** Autism Spectrum Disorder, Speech, Language and Communication Needs
- b. **Cognition and Learning:** Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia, Dyspraxia
- c. **Social, Emotional and Mental Health Difficulties:** Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Difficulties (anxiety, self-harming, depression, eating disorders)
- d. **Sensory and/or physical needs:** Hearing Impairment (HI), Vision Impairment (VI), Physical Disability (PD)

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

Information is gathered from primary schools and SEND status is transferred to facilitate the smooth transition to secondary school. Meetings are held with all prospective Year 6 families during the Summer term before commencing in September enabling parents/carers and students to pass on relevant information. The Special Educational Needs and Disabilities Coordinator (SENDCO) is also available to meet Year 6 parents/carers whose children are currently on SEN Support or have an Education, Health and Care Plan (EHCP). All students are tested for reading and spelling abilities on arrival in Year 7 alongside baseline assessments in English, Maths and Science.

The subject teachers will identify if your child has SEND through a good knowledge of your child's strengths and weakness. They will be the first people to address your child's individual needs within the classroom setting. Your child is assessed regularly throughout the school year and the results from this help identify if your child has SEND.

If you think your child has SEND, please contact the school directly.

The SENDCO is Mrs S. Robinson, email address: s.robinson@watfordgirls.herts.sch.uk.

3. How will school staff support my child?

Each subject teacher is responsible for all of the students in their class, including those with SEND. The majority of your child's learning needs will be supported or addressed by high quality, differentiated teaching in the classroom.

Additional SEND Support may be required where evidence points to the student needing support 'additional to or different from their peers'.

For a few SEND students, highly differentiated and individualised interventions may be necessary.

4. 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 a graduated approach supporting 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 as necessary in addition to normal reporting arrangements.

Parents/carers of children with an EHCP will be invited to an Annual review meeting each year to discuss your child's progress towards the outcomes outlined in section E of their plan.

5. 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 each lesson for meeting the diverse needs of all learners. This may include appropriate seating plans within the classroom, specialist equipment for students with specific needs and where identified, additional support may be offered in lessons. Relevant staff will be made aware of your child's identified needs. The Assess, Plan, Do, Review graduated approach is followed to assess the effectiveness of provision made for individual students.

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

Pastoral teams consist of an assigned Form Tutor and Head of Year led by a Director of Key Stage who together support the student's social and emotional wellbeing. They will liaise with parents/carers as necessary. Where appropriate, referral to outside agencies may be initiated. A Families First Assessment (FFA) could be implemented if more than one agency is involved.

In addition, students will have access, when required, to medical intervention from the school Welfare Officer, key members of staff or first aid trained staff. Opportunities are in place for vaccinations, health checks and staff training as appropriate. Access to the Hertfordshire County Council School Nurse Service is provided where appropriate.

7. What specialist services and expertise are available at or accessed by the school?

Specialist teacher for Access Arrangements, Educational Psychologist, Speech and Language Therapist, Communication and Autism team, Visual Impairment team, Hearing Impairment team, Occupational Therapy and Physical Therapy teams, Child and Adolescent Mental Health Services (CAMHS), Counsellors, Education Support Team for Medical Absence (ESTMA), Young Carers Development worker, Chessbrook Education Support Centre, Targeted Youth Support Team, Connexions and other services as required.

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

The school has an ongoing programme of Continuing Professional development opportunities in and out of school for all staff. In addition, your child's teachers and support staff have access to a designated SENDCO.

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

The school will communicate with you on your child's progress on a regular basis. This may be through Parents' Evenings, normal reporting procedures, contact with Form Tutors, subject teachers, pastoral leaders, and/or the SENDCO.

10. 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 conjunction with parents/carers and students, the Learning Support team will develop 'Passports for Learning' outlining barriers to learning and appropriate strategies that teachers can implement to support the student in and out of the classroom.

In addition, the students receiving SEN Support will follow the graduated response as recommended by the SEN Code of Practice, 2015 which will include the 'Assess, Plan, Do, Review' formula.

11. 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.

12. How accessible is the school environment?

The school is large with over 1200 students. It has an extensive school site with each department situated in a different area of the school. The age and nature of the buildings and site do limit access to some areas. The main building houses the administrative team, the staffroom, classrooms, the Library, the Assembly Hall and the Food Factory. Some classrooms are situated on the first floor and there are no lifts to enable access to these classrooms. Where possible, reasonable adjustments have been made including disabled toilets, ramps and lifts in some buildings.

The school's Accessibility Plan ensures that disabilities are taken into account in the planning of any changes to the physical environment, the curriculum and the delivery of information.

13. Who can I contact for further information?

The first points of contact regarding SEND matters are the SENDCO and Learning Support team or the relevant pastoral leaders such as Form Tutor or Head of Year.

14. 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 their transition from primary school by liaising with her previous school to share information, holding meetings between

prospective Year 6 families and members of staff in the Summer term before a September start and the organisation of Transition Days.

We will further provide information to ongoing schools or colleges in line with statutory requirements from the SEN Code of Practice, 2015.

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

The budget for SEN students is used to provide staffing and relevant resources for those students identified as requiring SEN Support.

16. 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 to meet 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'.

17. Who do I contact if I have concerns with the SEND provision for my child?

Parents/carers who are concerned with the support their child with SEND has received should, in the first instance, contact the SENDCO or Pastoral Leaders such as the Form Tutor or Head of Year. If no resolution can be reached and parents/carers wish to make a complaint about the support provided they should refer to the school's complaints procedure which can be found via the following link:

https://www.watfordgrammarschoolforgirls.org.uk/_site/data/files/documents/policies/complaints

18. How can I find information about Hertfordshire's Local Offer of services and provision for children and young people with Special Educational Needs and Disability?

Hertfordshire's Local Offer can be found via the following link:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

Parents/carers of children with Special Educational Needs and Disabilities in Hertfordshire can access impartial and confidential information, advice and support from the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS). Further information can be accessed via the above link.

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