



Watford Grammar School for Girls

SEND Policy and Information Report

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1. Aims

Watford Grammar School for Girls' SEND policy and information report aims to set out how we will support and make provision for pupils with special educational needs (SEND) and explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

1.1 School Aims, Ethos, Values and Vision

- We aim to ensure that the curriculum is broad, balanced and forward looking, allowing pupils opportunities to determine their own futures and fulfil their potential.
- All pupils are encouraged to strive for the highest standards in all they do.
- We value the diversity of our school: pupils and staff share a wide variety of religious, ethnic and cultural backgrounds and all pupils are regarded as being of equal worth and concern.
- The school ethos is focused on growth, encouraged always by the maxim "I can do it and I will do it!"
- Our vision is to prepare each girl for her future, ensuring that she gains confidence, resilience and personal responsibility, which will enable her to pursue her own personal, academic and professional goals for the benefit of herself and others.

1.2 Learning Support Department Aims

At Watford Grammar School for Girls' the learning support department works with pupils with SEND to:

- Enable them to fulfil their potential by ensuring provision is fit for purpose, meeting the needs of the learners.
- Ensure that the identification and provision for SEND is the responsibility of all staff.
- Provide relevant continuing professional development to ensure high levels of staff expertise in identifying and supporting students with special educational needs.
- Effectively communicate to staff the identified needs of individuals and appropriate strategies to ensure that students are able to access the curriculum.
- Work collaboratively with the Local Authority and other external agencies to support a multi-professional approach to meeting learners' needs.
- Promote pupils' self-esteem and well-being to ensure they are fully integrated and included within every aspect of school life, including its social and cultural activities.
- Provide pupils with independent learning skills enabling them to make a successful transition into adulthood.

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 SEND 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
- 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 Mrs S Robinson who can be contacted via email at: s.robinson@watfordgirls.herts.sch.uk

They will:

- Work with the headmistress 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
- Work with the relevant Assistant Headteachers and Heads of Year to 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 Headmistress, Governing boards and Exams Officer 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 Headmistress and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headmistress

The Headmistress 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, including those with SEND
- Following the graduated approach of Assess, Plan, Do and Review to identify pupils with possible SEND, meet pupils' needs and enable progress
- Working closely with any Learning Support Assistants (LSA) 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

5. SEND information report

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, Speech, Language and Communication needs
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, anxiety, low mood, self-harming, eating disorders
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Close liaison takes place with primary schools prior to secondary transfer to gather relevant information

Pupils already identified with SEND at primary school will continue on the SEND register to facilitate a smooth transition to secondary school

Year 6 pupils and their families are invited to meet with a member of staff during the Summer term before commencing school in September enabling parents/carers and students to pass on pertinent information

The SENDCO is also available to meet with prospective Year 6 parents/carers whose children are currently on SEND Support or have an EHC plan

All pupils are tested for reading and spelling abilities on arrival in Year 7 alongside baseline assessments in English, Maths and Science

More detailed individual assessments are carried out during the course of the year, as appropriate, to help identify areas of need

Subject teachers carry out regular progress assessments for all pupils and will identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match their previous rates of progress
- fails to close the attainment gap between the individual 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.

Half termly meetings take place with Heads of Year and the Key Stage Assistant Headteacher to carry out monitoring of data reports and to discuss students with concerns.

Parents or students can refer by contacting the SENDCO if they are concerned or anxious about an aspect of learning.

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 and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Parents/carers and pupils are invited to meet with the SENDCO at different points during the course of the academic year including parents' consultation evenings. In addition, individual appointments can be made with the SENDCO at any point during the school year.

Parents/carers of pupils with an EHC plan will be invited to attend an Annual Review meeting each year to discuss their daughter's progress towards the outcomes outlined in section E of their plan.

Parents/carers will be informed of any additional interventions and provision put in place for their daughter.

We will formally notify parents when it is decided that a pupil will receive SEND support at which point they will be included on the SEND register.

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**.

Assess

The SENDCO will gather information from a range of sources to carry out a detailed analysis of the pupil's needs. This will draw upon:

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

Plan

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.

Do

The needs, strategies and any interventions or support required will be recorded on the pupil's Passport to Learning and implemented by all teachers and support staff who work with the pupil.

Review

In conjunction with parents, the effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed.

5.5 Supporting pupils moving between phases and preparing for adulthood

Support is provided for pupils at each transitional stage as follows:

Secondary Transfer

- To ensure close liaison with the primary schools, members of staff visit as many of the relevant schools as possible to gather information
- Where it is known that a pupil has been identified with SEND, a member of the Learning Support team will communicate directly with the primary SENDCO to collate more detailed information
- The SENDCO attends the Year 6 Annual Review meeting for any pupil with an EHC plan
- From the information gathered Passports to Learning are generated which outline the strengths, needs and strategies for support. Upon arrival to secondary school these are completed in more detail with the information disseminated to all teachers
- All Year 6 pupils are invited to a Transition day, in the summer term, to provide opportunities to meet key members of staff and their peers as well as familiarise themselves with their new environment

- Additional Transition visits are arranged for individual students where this is considered beneficial

Key Stage 3 to Key Stage 4 Transition

- Preparation for GCSE option choices takes place with Form Tutors and Heads of Year during PACE lessons and assemblies
- Advice is also available from subject teachers and Heads of Department during lessons and at the Parents' Consultation evening
- Parents and pupils are also invited to a GCSE Options Evening
- Pupils' selections are carefully monitored to ensure that choices are appropriate
- In a small number of cases, where a full GCSE compliment is not suitable an alternative curriculum pathway may be offered
- All Year 9 students with an EHC plan will have a face-to-face guidance interview with a Youth Connexions Careers Advisor to encourage them to consider their future plans and support them in making realistic option choices in line with their strengths and future plans
- For Year 9 pupils with an EHC plan, Annual Review meetings will take place to coincide with the GCSE options process

Key Stage 4 to Key Stage 5 Transition

- Preparation for Key Stage 5 takes place with Form Tutors and Heads of Year during PACE lessons and assemblies
- Pupils are advised on all possible post-16 options, and are encouraged to attend College and Sixth Form Open Evenings to ensure they are fully informed of the differing courses available to them
- Year 11 Parents' Consultation Evening takes place in the Autumn term
- All Year 11 pupils with an EHC plan will have a face-to-face guidance interview with a Youth Connexions Careers Advisor where they may discuss their aspirations, progress in education and post 16 options
- For Year 11 pupils with an EHC plan, Annual Review meetings will take place in the Autumn term to support the decision making process
- Where an external pupil joining the school in Year 12 is known to have SEND, information will be sought from parents/carers, the pupil themselves and their previous secondary school including information pertaining to Access Arrangements
- Where a current student with SEND is moving on to a new school or college, when requested, we will provide relevant information including that pertaining to Access Arrangements

Sixth Form Leavers

- All Sixth Form pupils benefit from extensive support and advice from the Sixth Form team, Careers Fair, Careers Advisor and visiting speakers
- As pupils identified with SEND move to employment and Higher Education we will provide relevant information to their next placement as requested

5.6 Our approach to teaching pupils with SEND

A three tiered approach in supporting students to overcome barriers to learning is used:

Tier 1: Universal Support - Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, where adaptations and adjustments are made to meet the needs of the students, is the first stage in responding to individuals who are identified as having or may have SEND.

Sixth formers can also elect to support younger students with 1:1 academic or pastoral mentoring.

Tier 2: Targeted Support

Some students require additional interventions to support them in working at expected levels. Interventions are time-tabled as per the need of individual students but can include:

- in-class support
- social skills
- revision techniques and study skills

- academic mentoring with focus on specific subjects
- paired reading
- literacy skills
- homework support clubs

Tier 3: Specialist Support

A small number of students may have significant needs which require a personalised support programme to enable them to make progress. This could include the above interventions as well as:

- an adapted curriculum pathway in the appropriate Key Stage
- 1:1 teaching
- support from external agencies

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
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

5.8 Additional support for learning

The Learning Support Department delivers a number of interventions based on the needs of the students, these may include:

- Literacy skills
- Social skills
- Homework support
- Revision techniques
- Study, Organisation and Planning skills
- Mentoring
- The use of specialised equipment such as reading pens, laptops, coloured overlays

We work with the following agencies to provide support for pupils with SEND:

- The Educational Psychology Service (EP)
- Physical and Sensory Impairment Team (visual and hearing impairments)
- Communication and Autism Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Wellbeing Team
- Chessbrook Education Support Centre
- Counselling Service
- Children's Social Care Services
- Delivering Special Provision Locally (DSPL9)
- Youth Connexions Hertfordshire

5.9 Expertise and training of staff

The school has an ongoing programme of Continuing Professional Development opportunities both in and out of school for all staff. We aim to keep staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Staff new to the school attend an Induction meeting with the SENDCO which focuses on the specific nature of SEND provision and practice at the school.

We have a team of Learning Support Assistants, who receive regular training in the delivery of SEND provision and the SENDCO attends relevant SEND courses/conferences both locally and nationally. The SENDCO also signposts relevant SEND focused external training opportunities for staff.

We seek the advice and support of external agencies when necessary, through the use of the available Advice Lines and by following the Hertfordshire County Council's procedure of using the Single Service Request form.

5.10 Securing equipment and facilities

If required, we will do our utmost to secure specialist equipment for individual children. This is usually recommended by the SENDCO or outside specialists. Equipment might include such items as laptops, coloured overlays, visual timetables, larger font, writing slopes, grips and specialist equipment for hearing and visually impaired pupils.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND as follows:

- Monitoring of pupils' individual progress by the Head of Year and SENDCO using the whole school data reporting system
- Regular meetings held with Heads of Year and Assistant Headteachers in charge of each Key Stage
- Reviewing the impact of interventions
- Meetings and discussions with parents/carers and pupils
- Holding annual reviews for pupils with EHC plans
- Department Evaluation Form (DEF) completed annually
- Regular meetings between the SENDCO and SEND Governor

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 and they are actively encouraged to participate.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day, school productions, workshops, etc.

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

Where possible, reasonable adjustments have been made to include disabled toilets, ramps and lifts. The School has made substantial changes to improve access by moving the main entrance, by installing a new access ramp and automatic doors. The School has a new Maths and I.T building (Hyde House 2011) which has 10 classrooms, and a new Sixth Form block (The Tennet Centre) which includes a lecture theatre, classroom, café, study areas and changing room. Both buildings are fully accessible. With over 1200 pupils, the school grounds are spread across an extensive 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.

Arrangements for the admission of disabled pupils:

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments. In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware. In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

The Accessibility Plan is published on the school website and updated annually.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have an assigned Form Tutor and Head of Year, led by a Director of Key Stage who together support the pupil's social and emotional well-being. All pupils participate in a weekly Personal and Citizenship Education (PACE) lesson which covers all aspects of personal, social and health education
- Pupils with SEND are encouraged to take a full and active role within the wider life of the school such as putting themselves forward as Form representatives, raising money for charity or participating in assemblies
- Pupils with SEND are also encouraged to make use of the Hive during unstructured times such as lunch-times which offers a quiet, supportive and safe space for pupils to build friendships in a nurturing environment
- Pupils with SEND can access peer mentoring and/or adult mentoring as necessary
- Pupils have access to medical intervention from the school Welfare Officer. Access to the Hertfordshire County Council School Nurse Service is provided where appropriate

5.14 Working with other agencies

We aim to build strong working relationships and links with external services in order to fully support our SEND pupils. We seek advice and support from external agencies in the assessment, identification and provision of SEND. The SENDCO is the designated person responsible for liaising with a wide range of organisations including:

- The Educational Psychology Service (EP)
- Physical and Sensory Impairment Team (visual and hearing impairments)
- Communication and Autism Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Wellbeing Team
- Chessbrook Education Support Centre
- Delivering Special Provision Locally (DSPL9)
- Youth Connexions Hertfordshire

5.15 Complaints about SEND provision

Parents/carers who are concerned about SEND provision 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 pursue a complaint they should refer to the complaints policy which can be downloaded from the school's website.

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 daughter. 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

See appendix 1

5.17 Contact details for raising concerns

In the first instance any concerns should be addressed to the Form Tutor, Head of Year or SENDCO. The SENDCO can be contacted as follows: s.robinson@watfordgirls.herts.sch.uk

5.18 The local authority local offer

The local authorities local offer sets out all of the provision and services available to support children who are disabled or who have SEND. Hertfordshire County Council's local offer can be found via the following link:

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

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Complaints
- Equalities

Appendix 1

Parents/carers who would like to seek advice outside of the school environment are able to contact the following services:

Service	What do they do?	Contact details
Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)	Offer a free, impartial and confidential service to parents, carers and/or their children and young people with SEND aged 0-25	Telephone: 01992 555847 Email: sendiass@hertfordshire.gov.uk
Educational Psychology Service	A 'quick queries' service for parents, carers, and young people (16-25) in Hertfordshire	Open Wednesdays 2.00pm – 4.30pm Telephone: 01992 588574
Children and Young Peoples Therapies Advice Line (Speech & Language, Occupational Therapy & Physiotherapy)	The Advice Line is open to parents/carers or professionals who have a query or who want to discuss a potential referral	Telephone: 01992 823093
Communication and Autism Advice	The Advice Line is open to	Open on Tuesdays and Wednesdays

Line	parents/carers or professionals who have a query about a child who has difficulties with communication and interaction. A diagnosis of Autism is not needed to access this service	1.30pm to 4.00pm (term time only) Telephone: 01442 453920.
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