



# Watford Grammar School for Girls

## Special Educational Needs and Disabilities (SEND) Policy

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# 1. Aims

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

## 1.1. School Vision and Aims

As a girls' school with a proud history, we strive to empower our community to become innovators, drivers of change and leaders to create a more equitable and sustainable society.

We aim to empower students to become innovators, drivers of change and leaders through our whole-school values of courage, curiosity, compassion, creativity, collaboration. These are displayed when students they are:

- participating in academic endeavour and making outstanding progress developing an enduring passion for learning
- being respectful and kind towards others, having an open and tolerant mind
- being able to understand and make moral judgements
- being mindful of their well-being and that of others
- living by the maxim 'I can do it and I will do it!'

## 1.2. Objectives

At Watford Grammar School for Girls, we aim to work with pupils with SEND:

- Enabling them to fulfil their potential by ensuring provision is fit for purpose, meeting the needs of the learners.
- Ensuring that the identification and provision for SEND is the responsibility of all staff.
- Providing relevant continuing professional development to ensure high levels of staff expertise in identifying and supporting students with special educational needs.
- Effectively communicating to staff the identified needs of individuals and appropriate strategies to ensure that students are able to access the curriculum.
- Working collaboratively with the Local Authority and other external agencies to support a multi-professional approach to meeting learners' needs.
- Promoting 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.
- Providing pupils with independent learning skills enabling them to make a successful transition into adulthood.
- Communicating with, and involving, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.

# 2. Legislation and guidance

This policy 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.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

### **3. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### **4. Pupils with medical conditions**

We recognise our duties as detailed in Section 100 of the Children and Families Act 2014. (Other related legislation is referenced in DfE guidance p21). Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case, WGGs will comply with their duties under that Act. Some may also have special educational needs and may have an Education, Health and Care (EHC) plan bringing together health and social care needs, as well as their special educational provision. Further details on pupils with medical conditions can be found in the Medical Policy - supporting pupils with medical conditions on the school website.

## **5. Definitions**

### **5.1 Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

### **5.2 Disability**

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **5.3 The four areas of need**

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENDCO

The SENDCO at our school is Mrs S. Robinson who can be contacted via email at:

[SEND@watfordgirls.herts.sch.uk](mailto:SEND@watfordgirls.herts.sch.uk)

The SENDCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher, deputy headteacher with responsibility for SEND and SEN trustee 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher and deputy headteacher with responsibility for SEND, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.2 The governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

### **6.3 The SEND link trustee**

The SEND link trustee is James Hughes. The SEND trustee will:

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

### **6.4 The headteacher**

The headteacher will:

- Work with the SENDCO and the trustees to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class, including those with SEND
- Working closely with any Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, to help inform any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.



## **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

Close liaison takes place with primary schools prior to secondary transfer to gather relevant information. Relevant information is requested for in year and sixth form admission. Pupils already identified with SEND at their previous 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 and carers whose children are currently on SEND Support or have an EHC plan.

All pupils reading and spelling abilities are tested in Year 7 and Year 9. If appropriate, more detailed individual assessments are carried out during the course of the year 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. When deciding whether special educational provision is required, we will consider expected progress and attainment as well as 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.

### **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. The SENDCO will work in partnership with parents/carers and pupils to ensure appropriate provision is implemented. Parents/carers and pupils are able to contact/meet with the SENDCO throughout the academic year, including parents' consultation evenings. We will formally notify parents if it is decided that a pupil will receive special educational provision.

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.

### **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning and put effective special educational provision in place. We aim to deliver this support through the four-part cycle known as the graduated approach.

1. Assess: The SENDCO will gather information from a range of sources to include subject teachers, parents, carers and external agencies to carry out a detailed analysis of the pupil's needs. The impact of the provision will be reviewed regularly to make sure that the support in place is matched to the pupil's need.

2. Plan: All teachers and support staff who work with the pupil will be made aware of their needs, the support provided, and any teaching strategies or approaches that are required. The information will be recorded and made accessible to staff and parents in the pupil's individual Passport to Learning.

3. Do: Subject teachers retain overall responsibility for the pupil's progress and will implement relevant classroom strategies and provision as appropriate. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any learning support assistants or specialist staff involved to plan and assess the impact of support and intervention and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review: The effectiveness of provision will be reviewed regularly. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents, carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The SENDCO will revise the outcomes and support in light of the pupil's progress and development, teacher feedback and in consultation with the pupil and their parents or carers.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the Local Authority's Top Up High Needs Funding (HNF) block. HNF is additional funding provided to support inclusion and meet the needs of young people with significant needs. The needs outlined in the EHC plan are used to determine the level of top-up funding.

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing the impact of interventions by carrying out the review stage of the graduated approach in every cycle of SEN support
- Communicating with parents, carers and pupils and collecting their feedback
- Using pupil questionnaires
- Monitoring by the SENDCO

- Holding annual reviews for pupils with EHC plans
- Completing a Department Evaluation Form (DEF) annually

## **9. Expertise and training of staff**

The SENDCO holds the National Award for SEN Co-ordination (NASENCo) as is statutory and is a qualified teacher. The Learning Support Department consists of a team of Learning Support Assistants, including one higher level teaching assistant (HLTA), who receive regular training in the delivery of SEND provision. The SENDCO attends relevant courses/ conferences both locally and nationally.

The school has an ongoing programme of Continuing Professional Development opportunities both in and out of school for all staff. The school aims to keep staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO runs a regular 'Spotlight on

SEND' during staff briefings to highlight different aspects of SEND, the information is recorded in the weekly staff bulletin for future reference.

## **10. Links with external professional agencies**

The school seeks advice and support from a number of specialist services to meet the needs of pupils with SEND, including:

- Hertfordshire's Integrated Services to Learning (ISL) Advice Lines
- Hertfordshire's Integrated Services to Learning (ISL) Advisory teams - The Educational Psychology Service, Physical and Sensory Impairment Team, Speech, Language, Communication & Autism Team, Education Support for Medical Absence (ESMA)
- Delivering Special Provision Locally (DSPL9)
- Chessbrook Education Support Centre
- Children and Young People's Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- School nurse
- Children's Services
- Services for Young People, Hertfordshire County Council

## **11. Admission and accessibility arrangements**

### **11.1 Admission arrangements**

The schools admissions arrangements prioritises the pupils with an EHC plan. Where it is practicable to make reasonable adjustments to enable 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 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.

### **11.2 Accessibility arrangements**

Where possible, reasonable adjustments have been made to include disabled toilets, ramps and lifts. Substantial changes have been made to improve access by moving the main entrance and installing new access ramps & automatic doors. The Hyde House which has 10 classrooms, and The Tennet Centre which includes a lecture theatre, classroom, café, study areas and changing rooms, are fully accessible. A further bridge with integrated lift was built in 2020 to allow wheelchair access between the North and South site. With over 1400 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.

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

The Accessibility Plan is published on the school website and updated every three years. It contains actions to improve access to the physical environment, the curriculum and availability of accessible information to disabled pupils.

## 12. 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. If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Information on disagreement resolution or mediation services, can be found here: [Hertfordshire's resolution and mediation services](#).

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We will evaluate how effective our SEND provision is by:

- Monitoring pupils' progress and attainment
- Auditing pupil experiences in lessons
- Feedback from pupils and their parents
- Annual pupil survey
- Pupil participation in extra-curricular activities

### 13.2 Monitoring the policy

This policy will be reviewed by the SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- Accessibility plan
- Behaviour policy
- Complaints procedure
- Equalities Policy and Equalities Report
- Supporting pupils with medical conditions policy
- The local offer
- Attendance policy
- Child protection policy