



Torquay Girls' Grammar School

Special Educational Needs and Disability Policy

The school Accessibility Plan links to this document.

Policy Information	
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1. Vision and Values

Our vision is to equip students for a future in which they have the academic qualifications, character skills and high self-esteem to make decisions that lead to long, happy and content lives.

We will make best endeavours to make the necessary adaptations and adjustments, alongside our high quality universal provision, to ensure that pupils with SEND have the same access to this vision as their peers. In everything we do, we endeavour to ensure that our pupils with SEND experience our school values of kindness, equality, well-being, open minds and collaboration in the same way as their peers.

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.

2. Aims

Our SEND policy and information report aim to:

- Set out how our school will support and make provision for pupils with special educational needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy has been developed by the SENDCO in consultation with the wider school leadership team, the Headteacher and the Trustees.

3. 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 SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
- The Equality Act 2010, <https://www.gov.uk/guidance/equality-act-2010-guidance>, which sets out the school's duties to make reasonable adjustments for pupils with disabilities. This includes section 149, the Public Sector Equality Duty.
- [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 EHC plan names the school, and its duty not to disadvantage unfairly children with a disability or with SEN.

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

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of other students of the same age, and/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.

Reasonable adjustments are any steps which it is reasonable to take to avoid substantial disadvantage due to a pupil's disability. When considering whether an adjustment is reasonable, the following factors may be considered:

- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

SEND can be in any one of the following four areas:

Cognition and Learning (C&L)

Communication and Interaction (C&I)

Social, Emotional and Mental Health (SEMH)

Sensory and Physical (SyPh)

Within school, and for reporting purposes, a student with SEND requiring special educational provision will be referred to as being at SEND stage 'K' and these students will be recorded on the school's SEND register.

5. Roles and Responsibilities

5.1 The SENDCO

They will:

- Work with the Head Teacher and SEND trustee to determine the strategic development of the SEND policy and provision in the school,
- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made,
- 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 from health and social care to ensure that pupils with SEND receive appropriate support and high-quality teaching,
- Advise on the graduated approach to providing SEND support,
- Support the identification of children with special educational needs,
- 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,
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and 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 SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner,
- Work with the headteacher and trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements,
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND and incorporate this into the school's plan for CPD,
- 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 SEND information report and any updates to this policy,
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching,
- Ensure the school keeps the records of all pupils with SEND up to date.
- 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

5.2 The Board of Trustees

The board of trustees 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
- 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 SENDCO 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 to year 13 are provided with independent careers advice

5.3 The SEND Trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues at Trustee board meetings,
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the trustee board on this,
- Work with the Headteacher and SENDCO to determine the strategic development of the Send policy and provision in the school.

5.4 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Work with the SENDCO and SEND Trustee 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
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND and incorporate this into the school's plan for CPD
- 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 SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching and learning

5.5 Class teachers

Each class teacher is responsible for:

- Delivering high quality universal provision and adaptive teaching which facilitates the progress and development of every pupil in their class.
- Following the 'Graduated Approach' model ensuring that their part in the 'Assess, Plan, Do, Review' cycle is met.
- Working closely with any teaching assistants 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/SEND Support Staff to review each pupil's progress and development and contribute to any decisions regarding changes to provision.
- Updating the teacher graduated response trackers as appropriate.
- Ensuring they follow this SEND policy.
- Ensuring they follow the school's SEND Procedures.
- Supporting the SENDCO as appropriate if information is required to support internal and external referrals
- Communicating with parents regarding the progress of pupils with SEND

6. SEND Information

See TGGS SEND Information Report for more detail on sections 5.1-5.18 (available on the school website)

6.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

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- Communication and Interaction, for example, Autism, speech and language difficulties,
- Cognition and Learning, for example, Dyslexia, Dyspraxia, Dyscalculia,
- Social, Emotional and Mental Health needs, for example, Attention Deficit Hyperactivity Disorder. Other examples include mental health difficulties such as anxiety or depression self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

In addition, The School have written an 'Accessibility Plan' which sets out to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment,
- Improve the delivery of information to pupils with a disability.

6.2 Identifying Pupils with SEND and Assessing their Needs

The School follows the 'Graduated Approach' model and identifying pupils is part of the 'Assess, Plan, Do, Review' cycle.

Further investigation to assess whether a child may have SEND requiring special educational provision will be undertaken where teacher assessment, pastoral or parental concerns indicate that progress and or development is:

- significantly slower than that of their peers starting from the same baseline,
- failing to match or better the child's previous rate of progress or development
- failing to close the attainment gap between the child and their peers,
- Widening the attainment gap.

Progress refers to academic attainment and development to behavioural, emotional and social development. A student not achieving the expected academic progress is not automatically an indicator of SEND, nor is achieving expected academic progress automatically an indicator that there is no SEND.

To assess whether the above concerns are indicators of a SEND requiring special educational provision, we may take any of the following into account as appropriate:

- Speed of handwriting and spelling assessment
- Reading age assessment
- Computerised assessment of working memory and processing speed (KS3)
- Educational Psychologist report
- External assessment of working memory and processing speed (KS4 & 5)
- Views and assessments of teaching and support staff
- Reports from NHS and other external agencies

When deciding whether special educational provision is required, we will start with the desired

outcomes, including the expected progress, attainment and development. We will seek professional advice/referrals from teachers and will consider the views and wishes of the pupil and their parents. We will use this to determine whether the pupil's needs can be met through universal provision or whether something different and/or additional is needed.

Where a graduated response has been followed and the pupil's progress and or development is still:

- significantly slower than that of their peers starting from the same baseline,
- failing to match or better the child's previous rate of progress or development
- failing to close the attainment gap between the child and their peers,
- Widening the attainment gap.

The school will consider whether to request a statutory assessment of needs by the Local Authority in order to secure an Education Health and Care Plan (EHCP).

6.3 Consulting and Involving Pupils and Parents

The School follows the 'Graduated Approach' model and consulting and involving pupils and parents is part of the 'Assess, Plan, Do, Review' cycle. Parents will be consulted at the earliest stage of identifying whether or not a pupil has SEND and they are invited to contribute at every stage of the graduated response cycle.

When we identify that a pupil has SEND requiring special educational provision (see section 5.2), parents will be notified and sent a draft version of a support plan for their child, to which they will be invited to contribute.

These communications will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

6.4 Assessing and Reviewing Pupils' Progress towards Outcomes

The School follows the 'Graduated Approach' model and assessing and reviewing pupils' progress towards outcomes is part of the 'Assess, Plan, Do, Review' cycle.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs through cross-referencing the following information:

- The teacher's assessment and experience of the pupil, through formative and summative assessment throughout the academic year,
- Their previous progress, current attainment, behaviour and well-being,
- Other teachers' assessments, where relevant,
- Observations by support and pastoral staff, where relevant,
- The individual's progress and development in comparison to their peers and national data,
- The views and experience of parents,
- The pupil's own views,

- Advice from external support services, if relevant

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. This information will be shared with all staff who work with the pupil.

We will regularly review the effectiveness of the support and interventions and the impact upon the pupil's progress.

6.5 Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Those with an EHC plan have an enhanced annual review during transition stages whereby relevant professionals are invited to attend and contribute.

An enhanced transition programme is available to:

- all pupils moving from year 6 into year 7 who have been identified as having SEND requiring special educational provision by their primary school.
- all pupils moving from year 11 into 12 who have been identified as having SEND requiring special educational provision by their secondary school.

All SEND students have full access to the school's careers programme and reasonable adjustments are made where appropriate to ensure that all students can access this.

6.6 Our Approach to Teaching Pupils with SEND

The School follows the 'Graduated Approach' model and uses the 'Assess, Plan, Do, Review' cycle.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality, adaptive teaching is our first step in responding to pupils who have SEND. Teachers will use evidence-based research to inform best teaching practice and are provided with regular CPD to ensure that they have the skills and knowledge to meet the needs of pupils with SEND.

Where a pupil requires teaching strategies which are different from and additional to this high-quality universal provision, teachers will use the pupil's support plan to inform the adjustments they will make. Where appropriate, additional support from the SEND, pastoral or support team department may be allocated.

6.7 Adaptations to the Curriculum and Learning Environment

Through high quality, adaptive teaching and additional support as outlined in section 5.6 we are able to ensure that pupils with SEND are able to access a broad and balanced curriculum in line with their peers. Pupils with SEND do not follow a reduced curriculum, apart from in exceptional circumstances at the discretion of the Headteacher.

At the planning stage of all trips and extra-curricular activities, accessibility for pupils with SEND is considered and reasonable adjustments are made to ensure that pupils with SEND are able to access these activities as fully as possible.

- The School's 'Accessibility Plan' which can be accessed on the website sets out to:
 - Increase access to the curriculum for pupils with a disability,
 - Improve and maintain access to the physical environment,
 - Improve the delivery of information to pupils with a disability.

6.8 Additional Support for Learning

We have:

- 1 full-time SENDCO
- 1 full-time Assistant SENDCO/Specialist Assessor
- 1 full time Autism Lead (HLTA)
- 1 part-time SEMH Lead

Support may also be offered as appropriate:

- Heads of Year
- Counsellor
- Attendance Officer
- Pastoral Supervisor
- Form Tutor
- Student services
- Designated safeguarding lead
- Deputy designated safeguarding lead
- Alternative Providers e.g. Medical Tuition Service
- Local Authority e.g. via Early Help
- Well-being ambassadors

6.9 Expertise and Training of Staff

CPD for SEND has included:

- NASENCO qualification for SENDCO and Assistant SENDCO
- Growth Mindset
- Autism Awareness
- Dyslexia awareness training
- Self-harm training
- EpiPen training
- Diabetes management training
- Visual impairment awareness
- ADHD Awareness and Intervention
- Mental Health First Aid training
- ELSA training
- Draw and Talk Therapy

- Regular supervision with Educational Psychologist
- Half Termly SEND Update / in-house training in relation to requirements set out in the Code of Practice.

6.10 Securing Equipment and Facilities

An annual budget is allocated to the SEND department to for staff training and to secure specialist equipment.

For those with an EHC plan or those requiring additional resources, equipment or facilities beyond the SEND department allocation, the budget is managed by the Director of Finance and Resources in consultation with the SENDCO.

Where a need is identified, we secure external provision for:

- Speech and Language Therapy
- Alternative Provision (e.g. tutoring in the home where there is a medical need)
- Educational Psychology reports

6.11 Evaluating the Effectiveness of SEND Provision

The School follows the 'Graduated Approach' model and evaluating the effectiveness of SEND provision is part of the 'Assess, Plan, Do Review' cycle.

We evaluate the effectiveness of provision for pupils through:

- Updating the student plans on Arbor
- Regular reviews of support plans and EHCPs
- Parents' Evenings
- Teacher Graduated Response Trackers
- Data Analysis
- Classroom Observations
- Learning walks
- Work scrutinies
- 1:1 support
- Group support
- Monitoring by the SENDCO
- Observation of pupils
- Liaising with relevant health and social care professionals including advisory teachers and educational psychologists
- Student voice,
- Staff surveys
- Parental surveys

6.12 Enabling Pupils with SEND to engage in activities available to those in the school who do not have SEND

- At the planning stage of all trips and extra-curricular activities, accessibility for pupils with SEND is considered and reasonable adjustments are made to ensure that pupils with SEND are able to access these activities as fully as possible.
- Reasonable adjustments for these events may include (but are not limited to):
- additional staffing

- specialist staffing e.g. ASD lead
- enhanced communication with parents and pupil prior to the event
- adaptations to routes or transportation
- contingency arrangements for pupils who need to opt out once an event has begun

The School has written an 'Accessibility Plan' which sets out to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment,
- Improve the delivery of information to pupils with a disability.

In the Accessibility Plan it states 'School visits policy means wherever practical students have access to all trips. Enhanced risk assessments are completed where students with additional needs are partaking.'

6.13 Support for Improving Emotional and Social Development

The School follows the 'Graduated Approach' model and support for improving emotional and social development is part of the 'Assess, Plan, Do Review' cycle.

Support for social, emotional development requires significant collaboration between teams within the school. See section 5.8 for details of staff who may support with the emotional and social development of students with SEND.

In addition, the school provides a comprehensive range of extra-curricular activities and groups that support students socially and emotionally. All students are encouraged to participate in enrichment activities and contribute to student voice. Further details can be found on the school website and in the SEND Information Report.

The school has a zero-tolerance approach to bullying through the PSHE programme, the anti-bullying policy and the behaviour policy.

6.14 Working With Other Agencies

Whenever necessary the school will work with external support services such as:

- Speech and Language therapists
- Specialist teachers or support services
- Educational Psychologists
- Occupational Therapists or Physiotherapists
- School Nurses
- CAMHS
- Family Support Workers
- Education Welfare Officers
- Social Services

6.15 Concerns about SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. If the parent or 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.

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 children. 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.

6.16 The Local Authority Local Offer

Our contribution to the local offer is: [Torquay Girls Grammar School - Special Educational Needs & Disability](#)

Our local authorities' local offers are published here:

Torbay Council: [Torbay SEND Local Offer - Family Hub](#)

Devon County Council: [Devon's SEND Local Offer - help and support for children with SEND](#)

7. Monitoring Arrangements

This policy will be reviewed annually. This policy will be approved by the Board of Trustees

We will evaluate the effectiveness of this policy with regard to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and development once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

The school's SEND Information Report will be reviewed by the SENDCO annually.

8. Links with other Policies and Documents

This policy links to the school's policies / information on:

- SEND Information Report
- Accessibility Plan
- TGGs School Development Plan
- Word processing in Examinations Guidelines
- Behaviour Policy
- Complaints Procedure
- Equality Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Anti-bullying Policy
- Pupil Premium Policy
- Examinations Policy
- Curriculum Intent