



NEWLANDS GIRLS' SCHOOL
Special Educational Needs and Disability Information Report (SIR) –
(Replacing the SEND Policy)

NEW POLICY	Dr L. Beaver (SENCo)	November 2019
POLICY TYPE	Statutory	
REVIEW FREQUENCY/DATE	Annually – next review date November 2020	
RESPONSIBLE		
Leadership Team	Assistant Headteacher Linked to SEND	
Governing Committee	Full Governing Body	
APPROVED	Approved by Full Governing Body Date: December 2019	
UPDATE: Shared Drive Website (if applicable)	19 th December 2019 19 th December 2019	

At Newlands we create confident and responsible young women equipped with the skills they need for the twenty first century. We empower all students to realise their potential as part of a sustainable community committed to lifelong learning.

Please note that there is also a separate Disability Equality Statement, which is available on the school website.

Philosophy

Newlands Girls' School believes that all pupils are entitled to a broad and balanced curriculum and that it is the responsibility of all staff to make that curriculum accessible and relevant, thereby meeting the needs of individual pupils to help them fulfil their potential.

Principles

The school believes that in providing effective opportunities for all pupils:

- **they will be set suitable learning challenges**
- **specific action will be taken to respond to their diverse needs and**
- **potential barriers to learning and assessment will be addressed.**

Types of SEND Provided For:

- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction Difficulties
- Sensory and Physical Difficulties.

Legislation and Guidance:

This document is based on the statutory SEND Code of Practice (2014) and the Disability and Equality Act (2010). This document will be reviewed annually by the Full Governing Body and alterations will be made as they occur.

Graduated response to overcoming potential barriers to learning:

Classroom action:

It is the responsibility of the classroom teacher to meet the needs of all pupils. Subject teachers will differentiate resources and materials to provide appropriate access to the curriculum for every pupil.

SEND Support or Newlands' Action

Pupils who were previously referred to as School Action or School Action Plus are now referred to as SEND Support if they are still receiving interventions on a regular basis. They are represented by the letter K on all internal documentation. Each pupil identified as SEND Support is placed on the school SEND register and identified on SIMS (the school's data management system) and the report system. The register provides information on the pupils' individual needs and suggests ways to help them access the curriculum more effectively. The register details any extra provision which the pupil receives, for example, support from external agencies, one to one tutoring, support from the Student Focus Centre or extra time in tests and examinations.

At any point, teachers are able to identify pupils who are experiencing barriers to learning and they can be assessed or monitored by the SENCo or external agencies and then added to the SEND register as SEND Support.

However, pupils who have been raised as having an area of concern, but who are not receiving interventions at the moment, are known as Newlands' Action and represented by the letter M on all internal documentation. Each pupil identified as Newlands' Action is placed on a list at the bottom of the school SEND register, for ease of access, and identified on SIMS and the report system. The list provides information on the pupils' individual difficulty at the time. At any point, teachers are able to identify pupils who are experiencing barriers to learning and they can be assessed or monitored by the SENCo or external agencies and when interventions are in place, can be changed to SEND Support.

Education, Health and Care Plans

As of September 2014, *Education, Health and Care Plans (EHC plans)* replace *Statements of Educational Need*.

Education, Health and Care Plans are awarded by the Borough after assessment by and consultation with external agencies. An *EHC plan* is awarded if it is recommended that the pupil has a significant need and will require additional provision in order to access the curriculum, this is usually in the form of support from a teaching assistant.

Each pupil with an *EHC plan* is placed on the school SEND register and identified on SIMS and the report system. The register provides information on the pupils' individual needs and suggests ways to help them access the curriculum more effectively. The register also details any extra provision which the pupil receives, for example, support from specialists.

Detailed information on *SEND Support and EHC plans* in response to meeting the needs of pupils with: Cognition and Learning Difficulties; Social, Emotional and Mental Health Difficulties; Communication and Interaction Difficulties and Sensory and Physical Difficulties can be found in the Provision Map at the end of this document. Further information is also available in the school's area of the Local Offer found on the RBWM website. Contact details of External Support Agencies are also available in the Local Offer.

Procedures

SEND Co-ordinator (SENCo), Dr Lois Beaver, loisbeaver@newlandsgirls.co.uk

The SEND Co-ordinator's key responsibilities are:

- Overseeing the day to day operation of the school's SIR
- Liaising with and advising fellow teachers
- Managing the Specialist Support Teacher and Teaching Assistants
- Co-ordinating provision for pupils with SEND
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Liaising with Primary colleagues to assist the transfer of pupils with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Regular meetings with the link member of the Leadership Team to ensure Senior Management and the Governor for SEND are kept informed.

Identification, Assessment, Planning and Provision

i) Identification and Assessment:

- Assessment by subject teacher and SENCo (continuous assessments and curriculum assessments). Use of standardised and/or diagnostic tests
- Involvement of both educational and non-educational professionals in assessment
- Parents, or the pupils themselves, may request support at any time
- The nature of the difficulty will be assessed and strategies devised to meet the pupil's needs.

The following information is used to identify Year 6 pupils with special educational needs transferring into Year 7:

- Information on pupils with SEND entering Year 7 is provided by all feeder schools, including stage of intervention and standardised test scores
- The Head of Year 7 or SENCo discuss the needs of all individual pupils with primary colleagues
- KS2 SATS results and teacher assessment
- In September Year 7 are assessed for verbal, quantitative, non-verbal and spatial reasoning using Cognitive Ability Tests
- All Year 7 pupils' reading and spelling ages are assessed in September and the following May.

The following information is used to assess for extra time in external examinations from Year 9 onwards:

- CATs information from Year 7
- WRAT 4, Access Reading, DASH and CTOPP 2 tests for identified pupils at the end of Year 9
- Part of normal way of working for at least 18 months prior to GCSE exams.

Triggers for SEND Support:

A pupil who, despite differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted in a pupil's identified area of weakness
- Shows difficulty developing literacy and or mathematical skills
- Presents persistent social, emotional or mental health difficulties, despite interventions
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little or no progress despite a differentiated curriculum.

Triggers for Assessing for an EHC Plan:

Despite receiving concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has social, emotional and mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having individualised support
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

ii) Planning, Monitoring and Reviewing:

Pupils' progress is planned, monitored and reviewed in the following ways:

- All staff have access to the SEND register, which is updated after each report and when there are any changes to need or provision
- The SEND register states the area of a pupil's needs and also suggests strategies to help pupils access the curriculum
- Form Tutor reviews targets with pupil at APM (Academic & Pastoral Mentoring) meetings
- SENCo monitors all SEND pupils' reports and communicates with pupils and teachers about any concerns or necessary interventions
- Interventions are assessed regularly by SENCo, the report analysis and discussions with staff and pupils show the impact of interventions
- SENCo has regular meetings with Heads of Year to discuss progress and concerns
- Pupils who have an *EHC plan*, also have their provision and progress reviewed at their Annual Review

Pupils' progress is planned, monitored and reviewed in the following ways - continued

- There is regular correspondence via phone and email with parents and external agencies
- Heads of Departments monitor the progress of pupils with SEND through formative and summative assessment
- The SEND department completes the same self-evaluation and development processes as other departments within the school
- Round table meetings for staff
- Teaching Assistants feed back information relating to pupil progress in a daily morning meeting.

Adaptations to the Curriculum and Environment:

- More focused differentiation of existing curriculum activities and materials
- Individualised teaching programmes directly targeting pupils' particular difficulties
- Alternative means of accessing curriculum and assessment through the use of ICT, adapted teaching materials
- Visually Impaired and Hearing-Impaired equipment
- Accessibility equipment to facilitate access to most areas of the site, e.g. ramps, stage lift, adapted furniture
- Maintenance of equipment
- Suggestions to site team of improvements or modifications
- Using specific teaching methods that are appropriate for meeting particular pupils' learning needs
- Newlands funds Teaching Assistant time to supplement externally funded hours for pupils with an *EHC plan*
- The school employs a part-time Specialist Teacher to support named individuals.

Grouping for Teaching Purposes:

- Pupils are based in the ordinary classroom. Grouping strategies are used flexibly within the classroom to help pupils make progress. Sustained, targeted support provided by teaching assistant
- The groupings of pupils at KS3 and KS4 in English and mathematics ensures that pupils who are experiencing difficulties with literacy and numeracy skills are targeted for support
- Year 7 Reading Club during registration for pupils with additional need
- The groupings of pupils from Year 8 onwards in science ensures that pupils experiencing difficulties with the subject are targeted for support
- Possibility of extra maths and English at KS3 so some pupils study only one foreign language
- In class Teaching Assistant support is provided to enhance differentiated teaching
- Access to individual tuition/specialist teaching to support targets, through limited periods of withdrawal.

Engagement Outside Classroom:

- Support at extra-curricular clubs
- Additional risk assessments
- Access to all trips with support
- Break and lunchtime supervision for pupils with most need
- Pupils encouraged to join School Council
- Pastoral support via Form Tutors
- Zero tolerance to bullying.

Parents/Carers. Their participation is encouraged in the following ways:

- Their knowledge and views are utilised as fully as possible in assessing and meeting the needs of their child
- Supporting targets in the home
- Involvement in both long and short term planning (provision, targets)
- Regular communication via emails and phone conversations with SENCo
- Attendance at Parents' Evenings
- Informed via reports
- Attendance at Transition and Annual Reviews.

Were any parent to complain about provision for their daughter's educational needs our normal complaints procedure would apply i.e. contact should be made in the first instance with the Headteacher who would investigate the complaint and involve the appropriate staff. Any follow-up action would be reported to Governors.

Pupil Voice

Pupils' views are valued, their views are sought and they are encouraged to participate in decision making in the following ways:

- Attendance at the Annual Review (pupils with an EHC Plan)
- Regular communication with Teaching Assistants and the SENCo
- Pupils in Year 9 are given additional support in making their choice of subjects for KS4
- Pupils are asked to give advice to new pupils to make transition easier and safer.

Staff Training**Teachers:**

- Initial INSET in September for all teachers on new and existing pupils with SEND
- SEND register includes strategies to support individual and different types of need
- Resources and up to date articles shared on One Drive
- Twilight training on range of topics depending on need
- Safeguarding
- SENCo speaks to NQTs, RQTs and GTPs (Trainee Teachers)

SENCo and Assistant SENCo:

- Access Arrangement training
- New SEND changes
- Handling and holding

Teaching Assistants:

- Online training
- Safeguarding
- Observations
- Handling and holding.

Provision Map 2019

Area of Need	Intervention/Provision	Staff Responsible	Evaluation
All EHC Plan pupils	Annual review at least once per year, extra meetings for year 7 with annual reviews after Christmas, also year 9 and 11 transition reviews.	SENCo Assistant SENCo	Evaluated at the meeting. Feedback from staff.
All EHCP and concerns	Regular classroom observations.	SENCo Assistant SENCo	Discussion in fortnightly meeting with Senior Link. Very beneficial as part of monitoring and also encouraging best practice. Feedback from staff.
All Year 5 who may decide to attend	Year 5 Annual reviews.	SENCo Assistant SENCo	Allows us time to prepare and also to meet parents and pupils. Evaluated from information gained and good relations with pupil, parent and primary school.
All Year 6 who may need help with transition but mostly EHCP	Transition plans, visits and meetings in place, maps of school, timetable of toilets, model timetables etc.	SENCo Assistant SENCo	Feedback from feeder schools and parents are good. Girls are less anxious when they start school. Look for change in behaviour from first meeting to transition day.
Year 6 with additional needs.	Additional transition visits for girls with most need.	SENCo Assistant SENCo	
All Year 9 pupils on the SEND register	Meetings and advice about options. Statemented pupils, also discuss this at their review. Advice given to parents at options evening. Help with filling in forms. Changes of options checked if courses not available. Liaise with staff to make sure they are choosing appropriate options.	SENCo Assistant SENCo	Feedback from parents at options evening. Ask girls. Feedback from staff.

Area of Need	Intervention/Provision	Staff Responsible	Evaluation
EHCP and supported Year 11 pupils	Help with filling in application forms, arranging visits to colleges and writing references and transition plans. Liaising with college staff.	SENCo Assistant SENCo	Number of pupils who successfully get offered college places. Feedback from girls. The PSHE time is very useful to help girls on a one to one basis to write applications and go through prospectuses.
All pupils on SEND register	Monitoring of reports. Putting results onto SEND register for up to date info of progress.	SENCo	Effectiveness judged by performance in previous and next report
Extra time pupils in Year 11/12	Ensuring that all evidence is up to date and retesting any year 12 pupils. Completing online forms and keeping exams officer in the loop.	SENCo	Exam results against target.
All pupils in Year 9 identified as possibly needing extra time in exams, or additional help.	Pupils identified as being dyslexic, pupils deemed disabled under the 2010 Disability and Equality Act, those with a 20-point difference between verbal and non-verbal at CATs or those suggested by teachers are put on an extra time list to be confirmed. Wherever possible teachers give them extra time in tests and they assess whether it has helped their marks. This evidence can be used along with assessments. There has to be evidence of this being their normal way of working for at least 18 months before GCSE.	SENCo	JCQ accepts evidence. (Exam Board)
Visual Impairment (VI)	Enlarged/adapted resources. Proofreading.	SENCo	Access to curriculum for VI girls. Feedback from staff.
VI	In class support.	Various TAs	Access to the curriculum. Feedback from staff.

Area of Need	Intervention/Provision	Staff Responsible	Evaluation
VI	Monitoring progress and need. Regular observations and meetings depending on the level of need. Feedback to staff.	Sensory consortium. Specialist teacher	Access to curriculum for VI girls. Feedback from staff.
VI	Scribing and reading in tests and exams.	Various TAs	Exam results against target.
VI	Elephant feet to be taken to rooms to raise desks.	Various TAs	Exam results against target. Reduction in discomfort level.
VI, Hearing Impaired (HI)	Accompanying trips. Individual needs assessed and added to risk assessments.	TAs	Trip lists and attendance.
HI	Monitoring of need and resources. Regular meetings, frequency depends on level of need. Annual speech and language input.	Sensory consortium. Specialist teacher and speech therapist	Access to the Curriculum and exam results. Feedback from staff.
HI	Radio aid at reception and in the TA office.	Reception staff and TAs	Access to the Curriculum. Feedback from staff.
HI/VI	Information on shared area, round tables and drop in clinics.	Sensory Consortium	Feedback from staff.
Physical Disability	In class support.	Various TAs	Feedback from staff and pupil.
Physical	Bags to be carried by TAs when necessary.	TAs	Feedback from staff and pupil.
Physical	Meet pupil from Form Room in the morning and return in afternoon.	SENCo	Feedback from pupil and parent.
Physical	Downstairs rooming.	SENCo	Feedback from staff.
Physical	Accompanying trips.	TAs/carers	List of trips and attendance.

Area of Need	Intervention/Provision	Staff Responsible	Evaluation
Physical	Planning for trips and risk assessments.	SENCo Assistant SENCo	Feedback from staff.
Physical	Planning for activity week.	SENCo Assistant SENCo	Feedback from staff.
Physical	Specialist furniture and equipment. Using elephant feet, raising table.	SENCo TA	Feedback from staff and pupil.
Physical	Communication with OT, Physio etc.	SENCo Assistant SENCo	Appropriate actions in place.
SEMH	Communication with CAMHs.	SENCo HOYS	State of emotional wellbeing.
SEMH	Sharing info with the Student Focus Centre (SFC). Updating SEND register.	SFC SENCo	State of emotional wellbeing.
SEMH	Regular contact with parents and teachers. Observation of pupil, keeping SFC in loop.	SFC SENCo	State of emotional wellbeing.
ASD (Autistic Spectrum Disorder)	Meeting with SHINE and CAMHs.	SENCo HOYS	Support and wellbeing.
ASD	Regular monitoring.	SENCo	Feedback from parents and pupil.
Sp&L (Speech and Language)	Monitoring and small group work. Observation of those on list.	Speech therapist and TA. SENCo	Feedback from staff and pupils.
MLD/GLD	1:1 literacy with specialist teacher.	Literacy teacher	Progress of pupils and staff feedback.

Area of Need	Intervention/Provision	Staff Responsible	Evaluation
(Moderate Learning/Global Learning Difficulties)			
MLD	Small English and Maths groups.		Progress of pupils and staff feedback.
MLD	Year 8 & 9 pupils given extra literacy and numeracy instead of 3 Modern Foreign Languages (MFL).	Maths English French/German	Progress of pupils and staff feedback.
MLD	Year 7 reading club.	SENCo Literacy Specialist	Progress of pupils and staff feedback.
MLD	All EHCP pupils and also those who are not targeted 5 A*-C are given extra help with choosing KS4/KS5 options.	SENCo Assistant SENCo	Option choices.
SLD	Pupils identified in year 7 who may need extra time in tests/exams. Tested in year 9.	SENCo	Exam results.
Round tables	Sharing ideas and good practice.		Staff feedback.