



Newlands Girls' School

Special Educational Needs and Disabilities (SEND) Policy

LAST UPDATED AND UPDATED	Lesley Allaway	October 2023
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RESPONSIBLE	
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Leadership Team	Deputy Headteacher linked to SEND
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Governing Committee	Full Governing Body/SEND Governor
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Courage Commitment Compassion

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1.0 Principles

Newlands Girls' School is committed to offering an inclusive curriculum to ensure the best possible progress of all our students whatever their needs or abilities.

Students have SEND if they have significantly greater difficulty learning than their peers which requires special education provision to be made for them.

Students with a disability have SEND if they have any difficulty accessing the curriculum and if they need any special educational provision to be made for them. (Special Educational Need Code of Practice 2014: 177).

EAL (English as an Additional Language) is an additional need and not a special need. All EAL students will have specific linguistic needs but these should not be confused with Special Educational Needs. It also must not be assumed that when students make slow progress that their language status is the only reason; they may have learning difficulties.

1.1 Purposes

- To identify students with SEND and ensure their needs are met through a broad and balanced education.
- To ensure that students with SEND and disabilities are offered the opportunity to join in with all school activities.
- To ensure that students make the best possible progress.
- To ensure parents/carers are informed of their child's special needs and that there is effective communication between parents/carers and school on how these needs will be met.
- To ensure that students express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and involve outside agencies when appropriate.

1.2 Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled students.

1.3 Guidelines and arrangements

Newlands Girls' School will ensure that students with SEND engage in all the regular activities of school, so far as is reasonably practicable and is compatible with:

- The student receiving the special educational provision which their learning or behavioural difficulty calls for.
- The provision of effective education for the students with whom they will be educated.
- The efficient use of resources.

In meeting these responsibilities, Newlands Girls' School will have regard to the SEND Code of Practice 2014 and The Children and Families Act of 2014.

1.4 SEND Code of Practice

The guidance in the **SEND Code of Practice** covers in detail:

- School based assessments and interventions for students identified as requiring SEND Support with or without an Education Health Care Plan (EHCP).
- Annual reviews.
- Transition planning.
- Planning for educational provision in School and for adult life.
- Working together across education, health and care for joint outcomes.

1.5 Identification

Provisions covering the identification and assessment of students with special educational needs can be found in the SEND Code of Practice. Newlands Girls' School will be following the Graduated Approach. This approach "...recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing." (The SEND Code of Practice 2014: 280). Newlands Girls' School identifies students with special educational needs in line with the SEND Code of Practice 2014.

The following are examples of the main strategies used:

- Subject teacher referrals.
- Analysis of student performance data.
- Analysis of school report data.
- Liaison with previous school.
- Standardised tests.
- Initial concerns from parents/carers, students, other professionals.

Students who are identified as having special educational needs are listed on our SEND Register. All teaching staff and appropriate support staff receive updates and have access to a copy of the register electronically. The SENDCo or a member of the Learning Support Team meets with parents to discuss the student's needs and proposed support before they are placed on the SEND register.

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support. This SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the Graduated Approach. Criteria for addition to and removal from the SEND Register are included in paragraph 3.2.

1.6 Roles and responsibilities

Parents/Carers

Parents/Carers have a vital role to play in ensuring that their child's special educational needs are met. Parents/Carers should work closely with and support school, and keep staff fully informed of any needs that are not being met, or any changes of need. This is particularly important where parents/carers involve other agencies or when they arrange for private testing of their children, e.g. dyslexia.

The Governors

The role of the governors is to monitor and support the implementation of the school's SEND policy.

The Headteacher

The Headteacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for students with SEND. The Deputy Headteacher with responsibility for SEND will act as direct line manager to the SENDCo and will ensure that the SENDCo has the time and resources needed to carry out the role within the constraints of the school budget.

Heads of Year

In order to raise the attainment of SEND students much of this requires good teaching and further interventions where possible. Heads of Year (HOYs) will monitor the progress of all students and the quality of interventions within their allocated year groups, to support progress in liaison with the SENDCo and Heads of Department. HOYs and Form tutors will also monitor the pastoral needs of SEND students within their Year groups and consult with the Heads of Department, SENDCo, parents and outside agencies where applicable, when considering implementing necessary interventions following The Graduated Approach.

Heads of Department (HOD)

Heads of Department will monitor the progress of SEND students within their departments and consult with the HOYs, SENDCo, parents and outside agencies where applicable when considering implementing necessary interventions following The Graduated Approach.

Teaching Staff

All teachers are teachers of students with SEND and need to know strategies for effective teaching for all students in their lessons in order for SEND students to make progress. Teaching staff will play a key role in implementing the Graduated Approach by raising SEND concerns with the SENDCo, Head of Department/ HOY. They are involved in the assessment stage, planning and reviewing interventions involving students in their classes.

All Teachers should be fully aware of the school's SEND policy and their responsibilities towards students with SEND and parents/carers of students with SEND.

Learning Support Staff

Learning Support staff should provide effective support to teachers and students in lessons by:

- Providing relevant information about SEND students to subject teachers, parents/carers and other professionals.
- Working with subject teachers to produce necessary adaptation of resources.
- Keeping effective records on the progress of specific SEND students that they may be assigned.
- Contributing to the overall identification and assessment of students with SEND,

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo working closely with the Headteacher, Deputy Headteachers, Assistant Headteachers, Heads of Year, Teachers and Teaching Assistants will:

- Be closely involved in the strategic development of the SEND policy and provision to raise the achievement of students with SEND.
- Have responsibility for day to day operation of the schools SEND policy and for co-ordinating provision for students requiring SEND support.
- Seek to develop effective ways of overcoming barriers to learning.
- Sustain effective teaching through close analysis and assessment of student needs.
- Oversee the records of all students with special educational needs.
- Liaise with and advise fellow teachers.
- Manage Assistant SENDCo and Teaching Assistants.
- Contribute to the in-service training of staff.
- Liaise with parents/carers of students with special educational needs and disabilities.
- Liaise with external agencies including local support and educational psychology services, services supporting behaviour, health and social care and voluntary bodies.

1.7 Admissions

Newlands Girls' School aims to be inclusive. All students who meet the admissions criteria are welcome including those with special educational needs. The arrangements for their admission will be in accordance with Newlands Girls' School Admissions policy. Parents/Carers of a student with an EHCP have a right to choose a mainstream school. Section 19 of The Children and Families Act 2014 and The Equality Act 2010 strengthens the right of children and young people with EHCPs to be educated in a mainstream setting unless this is incompatible with the efficient education of other students and no reasonable steps can be taken to prevent the incompatibility. Students with EHCPs will be admitted via consultations with the LEA and only if it is agreed that Newlands Girls' School can meet their needs.

1.8 Assessment

Strategies used for assessment include;

- Student interviews.
- Information from parents/carers.
- Analysis of student's work.
- Standardised and diagnostic tests.
- Use of outside agencies e.g. educational psychologists, occupational therapists, physiotherapists, speech and language therapists.

1.9 Provision and reviews

Students on the SEND register who require close monitoring and whose needs can be met without an EHCP will have access to K (SEND Support) or M (Newlands Monitoring) interventions where applicable. Monitoring intervention programmes are specifically for students who can “catch up” with peers because of the intervention. These are usually short-term small group interventions on a specific learning aspect. K (SEND Support) interventions are one to one specific targeted intervention for students identified as requiring SEND with or without an EHCP. These pupils will have significantly greater difficulty in learning and will be working well below age related expectations. The support that students receive at K (SEND Support) is additional to or different from that provided, as part of the school’s usual curriculum offer.

Students with complex needs will have an EHC plan written by the LA in which they live. The EHC plan will detail Educational, Social Care and Health Provision that would have to be put in place in order to meet the needs of the student. In instances where Social, Emotional and Mental Health interventions are proving ineffective then a Pastoral Support Plan (PSP), may be drawn up by the Head of Year (HOY) with the support of the SENDCo where applicable. Extra support from external services may be sought.

Students and parents/carers are involved at all stages in the decision-making process concerning the appropriate level and nature of provision including at the review stage. The co-ordination of provision for students on the SEND register occurs through the monitoring of attainment of all SEND students three times a year, during termly learning plan reviews. The review of provision for students with EHCPs occurs through the annual review process which takes account of the views of students and their parents/carers.

The School Student Focus Centre and Wellbeing Practitioners are available to offer guidance and support to students.

Personalised Learning Programmes and alternative curriculum pathways maybe available for selected students who may struggle with mainstream provision. Use is made, where required, of other specialists to ensure that appropriate support is provided within the remit of the school budget and provision.

Newlands Girls’ School ensures that the needs of students are reviewed on a regular basis through:

- Review of pupil profiles.
- Review of EHCPs.
- Regular progress reviews.
- Use of a variety of teacher assessments.
- Use of standardised tests e.g. for spelling and reading.
- Parents/Carers Consultation Evenings.
- SEND planning meetings.
- Exclusion re-admission meetings.
- Meetings with parents/carers and with other professionals.

2.0 Allocation of resources

Newlands Girls' School allocates the funding it receives for SEND to support special educational needs provisions. This funding is currently used to pay for in-class, group and individual support from Teaching Assistants; and for the specialist teaching or assessment carried out by specialists.

2.1 Curriculum Access and Inclusion

Students are integrated in the life of the school and have the opportunity to participate in a range of activities including extra-curricular activities and work-based opportunities. The school curriculum is designed to be inclusive. Students with special educational needs and/or disabilities are supported in accessing the curriculum through appropriate planning and support from teaching and SEND support staff.

2.2 Evaluation

Newlands Girls' School's SEND policy and provision are evaluated annually through the use of self-evaluation of special educational needs provision documentation and Government guidelines on SEND provision.

2.3 Complaints procedure

Newlands Girls' School aims to resolve disagreements and complaints swiftly and without recourse to formal complaints procedures. However, if parents/carers should wish to complain about the school's provision for a student with special educational needs and/or disabilities they should refer to the School's Complaints Policy

2.4 Staff development

Staff development needs are linked to the needs and targets identified in the annual School Development Plan. Details of our approach to training and development may be found in our Staff Development and Performance Management Policies.

2.5 Links with Education Department, Support Services and other agencies and organisations

Newlands Girls' School works in partnership with the LA. The Learning Support Department liaise and work with outside providers (such as Sensory Consortium, Shine Team, SALT, Educational Psychologists, physiotherapy).

2.6 Partnerships with parents/carers

Newlands Girls' School values parental involvement and views it as essential for successful provision and progress to be made. Parents/carers have a responsibility to communicate with school and alert us to any concerns or changes in circumstances which could affect the learning process.

Parents/carers are contacted when a new special educational need is recognised and kept informed throughout the stages of assessment process through letters, phone calls and meetings as necessary. When parents/carers are contacted there should be no presumption about what parents/carers can or cannot do to support their child's learning. Staff should bear in mind the pressures a parent may be under because of the young person's needs. Parental permission will always be sought before any student is referred to other professionals for support.

2.6 Partnerships with parents/carers - continued

Where a young person is 'looked after' by the Local Authority every effort should be made to ensure that parents/carers are encouraged to play an active role in their child's education. The Social Worker is however the first point of contact.

If a parent has a concern about their child's special educational needs he/she can contact the SENDCo directly or liaise via the relevant Head of Year.

2.7 Student participation

Newlands Girls' School actively encourages student voice through participation in all aspects of school life. Ways in which this occurs include:

- Views on progress towards Pupil Profile targets and selection of 'new targets'
- Views on progress and support for Annual Reviews
- Attending Annual Reviews
- Attending Parents'/Carers' Evenings and other meetings
- Information and discussion about the availability of access arrangements for GCSE/GCE examinations.

2.8 Transition and Transfer arrangements

We have close links with our feeder primary schools. The key liaison activities are:

- Meetings with the SENDCo and Teachers from primary school.
- Visits to primary schools by the SENDCo, Head of Year, Assistant Headteacher with Senior Link to Year 7.
- Visits to Newlands Girls' School by individual students and or small groups of students as required prior to Transition Day.
- Liaison with parents/carers of students in Year 6.

We also have close links with our partner post-16 providers such as Berkshire College of Agriculture, East Berkshire College.

2.9 Links with other policies

Curriculum, Behaviour, Attendance, Safeguarding.

3.0 Key Contacts

SEND Governor	Mrs Emily Hughes
SENDCo	Mrs Hannah McMahon
Assistant SENDCo	Mrs Jemma Haseler
Deputy Headteacher	Mrs Lesley Allaway

3.1 Criteria for SEND Register

All students on the SEND Register have significantly greater difficulty learning than their peers due to a Special Educational Need that fits into one of the 4 categories below. The criteria listed are for guidance. Students with EHCPs will be added to the SEND register upon joining Newlands Girls' School.

Area	Entry Criteria	Exit Criteria
Cognition and Learning	<p>Year 7 & 8 students working below age related expectations and having raised as a concern by subject teachers/parents</p> <p>Literacy and numeracy is significantly less than peers such that there is clear data from teachers, parents and other professionals that this is having an impact on their progress</p> <p>Significantly slower rate of progress in many areas of the curriculum as a result of a Special Educational Need(s) which is immediately identifiable</p> <p>A consensus of those who teach the pupil, in partnership with their parents and the pupil in question, that the gap in levels of educational attainment is widening between the pupil and his/her peers</p> <p>The pupil continues to experience significant difficulties in reading, writing, spelling or number, which have a marked effect on their performance in other areas of the curriculum</p> <p>Modification of the differentiated classroom provision for the pupil's education has not resulted in the expected progress towards achieving learning targets set</p> <p>Individually administered assessments over time by the class/subject teacher and/or SENDCo provide evidence of the Student's continuing slow progress in acquiring reading and writing skills and weaknesses in phonological awareness, despite being provided with appropriate learning opportunities</p> <p>Evidence of the Student's continuing difficulties with sequencing, visual and/or auditory</p>	<p>Student's progress is now in line with that of his/her peers</p> <p>Support no longer required for Literacy and Numeracy</p> <p>The student can now cope with in class adaptation</p> <p>Student's levels are average for all curriculum areas. Staff round robins and parental feedback show a record and evidence of improvement such that it is in line with that of peers.</p> <p>Student's reading, Spelling and speed of handwriting scores are now above a standardised score of 85</p> <p>Student can now cope with in-class adaptation and interventions are no longer required</p> <p>Student's organisational skills have improved and no longer have a huge impact on their learning Student now completes an acceptable amount of work in lessons and their self-esteem has improved.</p> <p>Staff Round Robins show rapid progress in lessons</p>

Area	Entry Criteria	Exit Criteria
	<p>perception, co-ordination, concentration or short-term working memory</p> <p>Recorded examples of the Student's diminished self-esteem and/or difficult-to-manage behaviour consistently linked to avoidance of or frustration with tasks requiring his/her use of weaker skills</p> <p>Experiences frustration when confronted with tasks involving high literacy content</p> <p>Access arrangements for public exams are very likely to be necessary depending on an assessment report and the exams board regulations</p>	<p>Student's concentration skills and attitude to learning has improved such that they are no longer a concern to subject teachers</p> <p>Student no longer requires access arrangements</p>
<p>Social, Emotional and Mental Health difficulties</p>	<p>Student's emotional needs are a significant barrier to their learning and that of peers</p> <p>Behaviour may be consistently aggressive, challenging and defiant or may be extremely anxious due to various underlining causes</p> <p>Recorded examples of enduring frequency and extent of difficult-to manage behaviour linked to difficulties with learning, development or social interaction</p> <p>Students will have a formal assessment for a social, emotional and mental health difficulty</p>	<p>Student can now cope with social and emotional needs without support</p> <p>Professional reports will state that the student has made progress and interventions are no longer required</p> <p>Student's levels are now average for all curriculum areas Staff Round Robins and parental feedback show a record and evidence of improvement such that it is in line with that of peers.</p>
<p>Sensory and/ or Physical difficulties</p>	<p>Student has a clearly defined sensory/physical need which requires additional input/teaching materials/support that are provided by TLA staff or by an external agency</p> <p>Access arrangements for public exams are very likely to be necessary.</p>	<p>Student is now able to access the curriculum without support</p> <p>Professional reports will state that the student no longer requires support</p>

Area	Entry Criteria	Exit Criteria
Communication and Interaction difficulties	<p>Student has communication or interaction difficulties that require intervention and advice/monitoring by and external agency</p> <p>Evidence that the Student’s attainments in basic skills (notably speech and language, literacy and numeracy) are measurably affecting their ability to make expected progress across the curriculum.</p>	Student’s language and communications skills are now in line with that of their peers

3.2 Progression to Educational Health Care Plan:

If after advice from the EP or other professionals, school and parents consider that help is needed from outside school resources the SENDCo will complete the forms requesting Statutory Assessment by the Authority. If the Panel agrees to proceed with an EHCP the SENDCo will prepare further documentation about the child, which is sent to the Special Needs Panel where, in consideration with similar documents from other involved professionals an EHCP may be completed. The subject teachers, in conjunction with the SENDCo will then be responsible for drawing up pupil profile targets to meet the objectives set out in the EHCP. The EHCP must be formally reviewed at least annually.

3.3 Monitoring

This may include students whose needs are;

- Medical.
- Physical/Sensory where no regular support is needed.
- Behavioural difficulties as a result of underlining social and mental health difficulties.

3.4 Review Cycle

Newlands Girls’ School SEND Register is reviewed in light of progress made at the end of each term, end of following on from any interventions, progress meetings and annual review meetings.

3.5 Key Terms Abbreviations

EAL - English as an Additional Language

EHCP - Education Health and Care Plan

EP - Educational Psychologist

GCSE - General Certificate for Secondary Education

HOD - Head of Department

HOY – Head of Year

LA – Local Authority

3.5 Key Terms Abbreviations - continued

LEA – Local Education Authority

MAM - Multi Agency Meeting

NC - National Curriculum

PSP - Pastoral Support Plan

SAS - Standard Age Score

SAT - Standard Attainment Tests

SENDCo - Special Educational Needs Coordinator

SEND - Special Education Needs and Disabilities

TA – Teaching Assistant

TAC - Team Around the Child meeting

3.6 SEND Provision overview

Quality First Teaching

This details how the curriculum can be adapted to meet students' needs through quality first teaching for all pupils (including those with SEND). Adapting the curriculum to meet the students' need is an essential part of an effective approach to inclusion. Expectations regarding quality first teaching for all students, including those pupils with SEND, are based on the Inclusion Statement in the National Curriculum. This outlines how teachers can modify programmes of study to provide all pupils with relevant and appropriately challenging work. The statement identifies three principles in developing a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to students' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

M (Newlands Monitoring)

Students are monitored closely and may take part in intervention programmes are designed specifically for students who can be expected to “catch up” with peers as a result of the intervention.

K (SEND Support)

Specific targeted intervention for students identified as requiring SEND with or without an EHCP. These pupils will have significantly greater difficulty in learning and will be working well below age related expectations. The support that students receive at SEND Support is additional to or different from that provided as part of the school's usual differentiated curriculum offer.