



Altrincham Grammar School for Girls

Bright Futures EDUCATIONAL TRUST

Name:	Special Educational Needs and Disabilities (SEND) Policy
Approved by:	Governors – TL & BS Committee
Policy Created:	2014
Date of review	annually
Update Approved:	October 2016
All policies are available to stakeholders either on the school website or upon request from the school office.	

PRINCIPLES

The Special Educational Needs Policy is guided by and committed to the principles of:

Altrincham Grammar School for Girls believes that every child matters and aims to provide an environment where enjoyment of learning, self-discipline, and concern for others are at its heart. The school seeks to ensure that all students' needs are met, that every girl is valued equally and encouraged to develop her potential to the full.

This policy complies with the statutory requirements laid out in the SEND Code of Practice (September 2014) and has been written with reference to the Equality Act 2010 and the Local Offer from Trafford Local Authority.

Each student with special educational needs and/or a disability (SEND) and for whom Altrincham Grammar School for Girls is the most appropriate school, particularly in terms of her academic ability and attainment, has access to the opportunities available to other students to the fullest extent possible for that individual. This is inherent in the underlying principles of the school policies on curriculum, pastoral care, medicines, equal opportunity and multi-cultural education, and assessment, recording and reporting.

The school seeks to integrate students with SEND into normal teaching groups, but it is flexible in its response to SEND, recognising that each student is an individual, that underlying difficulties range from slight to severe and from temporary to permanent.

Staff in school seek to work in partnership with each student with SEND, her parents/carers and any relevant outside agencies.

The SENCO is Mrs A Hughes (NASENCO) who can be contacted on the school telephone number 0161 912 5912 or via email admin@aggs.bfet.uk

Definition of SEND:

For the purposes of this policy, AGGS adopts the legal definition provided by the 1996 Education Act: 'A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for her.'

The SEN Code of Practice (2014) says a student has a learning difficulty or disability if she:

- has a significantly greater difficulty in learning than the majority of students of the same age, or
- has a disability, which prevents or hinders the student from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



The aims of this Special Educational Needs Policy are:

To provide an education that enables all students to:

- Achieve the best possible outcomes, fulfilling their potential and promoting their wellbeing
- Have access to strategies and support to enable them to access the curriculum and extra-curricular opportunities
- Become confident individuals
- Make a successful transition to adulthood, either in employment, training or further education

To ensure the school meets these objectives, we will

- Use our best endeavours to make sure that a child with SEND gets the support they need
- Work within the guidance provided in the SEND Code of Practice 2014
- Ensure our school fulfils its duties, under the Equality Act 2010, in making reasonable adjustments for students with disabilities
- Provide support and guidance for all those working with students
- Work within a student centred process which engages student, family, school and other professionals
- Support and provide CPD for the SENCO
- Share expertise and good practice across the school and the wider Bright Futures Education Trust

1. Admission Arrangements.

- 1.1** Admission arrangements will not be used to refuse admission to a student who qualifies for a place through the school's entrance examination/ academic assessment simply because the school considers that it cannot cater for her special educational needs at the time of admission.

2. Facilities for Students with SEN

- 2.1** AGGS is a split-site school. The Main School, Breeze Hill and Fairlie sites have been adapted to enable access for wheelchair users. Lifts ensure upper floor classrooms can be accessed by all students, including those with a disability. There are disabled toilet facilities. EVAC chairs are available for emergency situations where students need to get downstairs without use of their wheelchair. The Sixth Form Centre is not fully accessible to wheelchair users.
- 2.2** For a student with an EHC plan, specialist equipment or auxiliary aids may be provided to ensure they can fully access the curriculum; their specific requirements will be assessed on an individual basis.

3. Identification of Students with SEN

- The school aims to identify special educational needs as early as possible to allow appropriate intervention.
- 3.1 Prior to admission to Year 7**
- Primary schools are required to complete a brief information sheet on each of our prospective students, which may outline particular needs.
- The senior tutor for Year 7 organises visits to, or contacts, feeder primary schools to provide the opportunity for full discussion of any special needs among girls joining us, and to ensure a smooth transition.
- At the meeting for prospective new Y7 students and their parents/carers in July, parents/carers are invited to discuss any particular concerns with form tutors, the senior tutor or the vice principal. A similar opportunity is provided at the meeting with the



	<p>Principal and Vice Principal, senior tutor and form tutors, for parents/carers of new Year 7 students.</p> <p>Admissions during key Stage 3 and 4 and to the Sixth Form</p> <p>3.2 During the procedure described in the school's admissions policy, information relevant to SEND may be made known either by prospective students or parents/carers, or from the report provided by the previous school.</p> <p>Students in school</p> <p>3.3 If a student is known to have special educational needs and/or a disability when they arrive at the school, the SENCO, the Vice Principal and the senior tutor will:</p> <ul style="list-style-type: none">• use information from the primary/previous school, parents and the student to provide an appropriate curriculum for the student and focus attention on action to support the student within the class• ensure that ongoing observation and assessment provides feedback about a student's achievements to inform future planning of the student's learning• ensure opportunities are provided for the student to show what they know, understand and can do through the pastoral programme and extracurricular activities• involve the student in planning and agreeing future strategies to meet their needs. <p>In addition to identification through the regular cycle of assessment, and reporting, students, staff and parents/carers may raise individual concerns at any time. In Year 7, baseline assessments are completed in all subjects. In addition, indicators may include a student's response to written, practical, oral or group tasks, subject tests or examination results. Initial investigation of such concerns is normally through the subject teacher and the senior tutor. The senior tutor may circulate an internal report form among the student's teachers to ascertain the extent of the problem and the type of any intervention needed. Parents/carers will always be consulted where there are concerns about a student's progress.</p> <p>We will always consider factors that are not SEND, but which may impact on progress. These may include:</p> <ul style="list-style-type: none">• Attendance and punctuality• Health and welfare• English as an additional language (EAL)• Being in receipt of Pupil Premium Grant• Being a Looked After Child• Being a child of a serviceman/woman <p>In identifying a student as needing SEN support, the teachers, working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on teacher assessments and experience of the student, the student's previous progress and attainment, as well as information gathered from standardised screening tests and specialist assessments conducted by other professionals.</p> <p>The student's development in comparison to their peers and national data will be considered along with the parent's/carer's views and experience, the student's views and, if relevant, advice from external support services. Strategies to support the student will be recorded in an individual Access to Learning Plan.</p>
4.	Managing information about students with SEND (Coordination)
4.1	Students will be included on the SEN register if needs are identified in any of the following broad areas:



<p>4.2</p>	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Mental and Emotional Health • Sensory and/or Physical <p>They will be registered as SEN Support or as a student with a Statement of SEN or its replacement - an Education, Health and Care Plan (EHCP). The school also maintains a list of students for monitoring purposes.</p> <p>Behavioural difficulties do not necessarily mean that a student has SEN and will not automatically lead to them being registered as such. Students who present with challenging behaviour may have unidentified SEN however, and the academy will endeavour to identify these in appropriate ways.</p> <p>Mrs Hughes as special needs coordinator (SENCO) has oversight of provision for students with SEND and maintains the record of such students.</p> <p>When a student has shown that they can make good progress without the need for additional support, the SENCO may remove them from the SEN register.</p> <p>Dissemination of Information</p> <p>The school values the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.</p> <p>During the first staff meeting of the year, before students arrive, the attention of staff is drawn to any new student with SEND.</p> <p>The list of students with SEND is regularly reviewed and includes those who are being monitored by teachers.</p> <p>Individual Access to Learning Plans are completed for each student and are available to all staff throughout the year. These plans outline information on immediate individual needs and the special provision that is required to meet them.</p> <p>The pastoral support assistant in the senior tutor office, where problems relating to medical conditions are coordinated, is notified of students with serious medical problems. This information is disseminated to staff in a confidential handbook.</p>
<p>5.</p> <p>5.1</p>	<p>Provision - A Graduated Response</p> <p>The school adopts a graduated response to SEND that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. The graduated response consists of a four-part process: assess, plan, do, review</p> <p>Concerns – Monitoring</p> <p>For many students, increased differentiation in the classroom will be all that is needed to address individual concerns and to enable them to make progress. Those identified with specific learning difficulties such as dyslexia or dyspraxia but whose needs can be met through increased differentiation in the classroom, will continue to be monitored throughout their school career to ensure that any changes in their needs are identified and appropriate intervention made.</p> <p>Examples of differentiation include:</p> <ul style="list-style-type: none"> • varying the type of tasks through which students learn • using stepped questions, open-ended tasks and extension tasks, which broaden knowledge and understanding • using specific strategies to support students' organisation • setting in mathematics, modern foreign languages and science



5.2

- timetabling additional periods for support studies
- providing paired reading with sixth form mentors
- providing spelling materials and word/sound recognition exercises eg WordShark5 software
- displaying key words in the classroom
- printing exercises in larger fonts or on coloured paper
- providing printed materials to reduce the amount of copying from the board
- providing coloured overlays
- adopting dyslexia friendly techniques
- following external assessment, providing additional time to complete examinations and tests
- room timetabling to accommodate physical needs

SEN Support

Assess

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. There should not, however, be an assumption that all students will progress at the same rate.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the student's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

When considering whether a student has a special educational need and requires SEN Support, any of the following may be evident:

- the student makes little or no progress even when teaching approaches are targeted at an identified area of weakness;
- a student shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas;
- a student continues to experience significant social or emotional difficulties which are not ameliorated by appropriate pastoral support strategies;
- a student has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- a student has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum.

Plan



	<p>At SEN Support, staff, SENCO, the student and parents/carers will work together in a four part cycle, through which earlier decisions and actions are revisited and revised with a growing understanding of the student's needs and of what facilitates the student in making good progress and securing good outcomes.</p> <p>Do</p> <p>An Access to Learning Plan will contain a student contribution with suggestions about what strategies they find helpful as well as clearly identifying the areas of need, the support and resources provided, and any teaching approaches that are required. The plan will be discussed and shared with parents/carers to reinforce learning at home. Where appropriate, the Access to Learning Plan will detail the support from other agencies and how this will support the student in achieving the desired outcomes. The student's subject and pastoral teachers will remain responsible for working with the student and for planning, delivering and monitoring any individualised programme.</p> <p>Review</p> <p>There will be a review of individual access to learning plans on an annual basis. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers. Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review.</p> <p>This review will feedback into the analysis of the student's needs, then the class teacher, working with the SENCO, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parent and the student.</p> <p>Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist external agency or staff within the TASS team, as part of BFET.</p> <p>When a student has made such progress in their area of need that they no longer require any provision which is different or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN support. At this point, in discussion and agreement with parents/carers the student will be removed from the SEN register.</p> <p>Education, Health and Care Plans</p> <p>5.3 Where, despite the school having taken purposeful and relevant action to identify, assess and meet the special educational needs/disabilities of a student the child has not made expected progress, the school and/or parents/carers can consider requesting an Education Health Care Plan (EHC) needs assessment. The Local Authority will use the information gathered in determining when this statutory assessment of needs is required.</p> <p>Where a student has an Education, Health and Care Plan, the Local Authority must review the plan every twelve months as a minimum.</p>
<p>6. 6.1</p>	<p>Supporting Parents/carers and Families</p> <ul style="list-style-type: none"> • Parents/carers of a child with SEND are encouraged to make contact with the SENCO at any time during the academic year and will have the opportunity to meet with the SENCO formally once a year for a review meeting. • Parents/carers are advised to access the Trafford Local Offer which is available on www.trafford.gov.uk/servicedirectory. This website provides valuable information about



	<p>different agencies, services, resources for children and young people with SEND and their families in addition to school resources and information.</p> <ul style="list-style-type: none"> The school's SEND Information Report (2016) can be accessed at: http://www.aggs.trafford.sch.uk/our-school/guidance-information/special-educational-needs-and-disability/
7.	Supporting students at school with medical conditions
7.1	<p>The school recognises that students with medical conditions should be properly supported so they have full access to education including school trips and physical education.</p> <p>Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.</p> <p>For more information please read the school's Medicines Policy.</p>
8.	Roles and Responsibilities
8.1	<p>Mrs Hughes as special needs coordinator (SENCO) has oversight of provision for students with SEN and maintains a record of such students.</p> <p>The SENCO also:</p> <ul style="list-style-type: none"> Arranges a formal review of progress for each student with a statement or EHC Plan at least annually Ensures staff are familiar with and follow the SEND Code of Practice Promotes staff development and training in relation to SEND Provides induction in SEND for new staff Monitors the SEND policy, setting dates for regular evaluation and review Liaises with other professionals Liaises and consults with parents/carers of students with SEND Provides the examinations officer with information on students who, following external assessment, require extra time or special arrangements in examinations
8.2	<p>Role of Teaching Staff</p> <p>AGGS recognizes that every teacher is a teacher of every child, including those with SEND. All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.</p> <ul style="list-style-type: none"> Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
8.3	<p>Governing Body:</p> <p>The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:</p> <ul style="list-style-type: none"> use their best endeavours to make sure that a student with SEND gets the support they need – this means doing everything they can to meet young people's special educational needs ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND



	<ul style="list-style-type: none"> • designate a teacher to be responsible for co-ordinating SEND provision – the SEN co-ordinator, or SENCO. • inform parents/carers when they are making special educational provision for a child • prepare an SEN information report detailing arrangements for the admission of disabled children, the steps that will be taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled students .
9.	Evaluating the success of the school's SEND policy and review procedure
9.1	<p>The governing body has a statutory duty towards students with SEND and will follow the guidance as set out in the Code of Practice (2014).</p> <ul style="list-style-type: none"> • The link governor with responsibility for SEND is Vivienne Budd. • The SEND policy will be evaluated and reviewed annually. • The school will continue to liaise and share the expertise of staff within the Bright Futures Education Trust and use the audit as a mechanism to review and develop.
10.	Complaints
10.1	<p>School responds to complaints in line with our general complaints procedure. If the parents/carers of a student with special educational needs have a complaint they should arrange a meeting with the SENCO who will then deal with the matter. The SENCO may involve the Principal in resolving the issue. Complaints can usually be resolved by informal discussions with the SENCO, Principal and appropriate teaching staff. However more complex problems which cannot be resolved in this way may be referred to the Governors.</p> <p>See the school's Complaints Policy for more information.</p>
11.	Arrangements for SEND In-Service Training
11.1	<p>SEND is an integral part of Continuing Professional Development (CPD) for staff. SEND INSET will be considered on an annual basis when the SEND policy is reviewed; the assumption should be that INSET is necessary. Staff views on their SEND development needs should be considered by Line Managers during Appraisal and separately by the SENCO and Leadership Team. The governing body's INSET needs will also be considered in light of the Code of Practice and policy developments.</p>

RESPONSIBILITY

Responsible Staff	Mrs Hughes
Policy administrator	Mrs Ogunmyiwa
Approving body	Governors – TL & BS Committee