



Altrincham Grammar School for Girls

Bright Futures EDUCATIONAL TRUST

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| Name: | Special Educational Needs and Disabilities (SEND) Policy |
| Approved by: | Governors – TLB&S Committee |
| Policy Created: | 2014 |
| Date of review | Every 3 years |
| Update Approved: | February 2024 |
| 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 young person is valued equally and encouraged to develop their 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 their academic ability and attainment, has access to the opportunities available to all other students to the fullest extent possible for that individual. This is inherent in the underlying principles of the school policies on Curriculum, Teaching and Learning, Supporting Pupils with Medical Conditions, and Assessment, Recording and Reporting.

The school ensures that students with SEND are integrated into normal teaching groups. However, 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, their parents/carers and any relevant outside agencies.

The SENDCO 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 them.

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

- have a significantly greater difficulty in learning than the majority of students of the same age, or
- have 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.



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- 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 young person 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 with SEND.
- Work within a student-centred process which engages student, family, school and other professionals.
- Support and provide CPD for the SENDCO.
- 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 their special educational needs at the time of admission.

2. Facilities for Students with SEND

- 2.1** AGGS is a split-site school. The main school, Fairlie and Breeze Hill 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 the use of their wheelchair. The Sixth Form Centre is not fully accessible to wheelchair users.
- 2.2** For any student with an EHC plan, additional specialist equipment or auxiliary aids may be provided to ensure they can access the curriculum; their specific requirements will be assessed on an individual basis.

3. Identification of Students with SEND

The school aims to identify special educational needs as early as possible to allow appropriate intervention.

3.1 Admissions during transition at key Stage 3 and 4 and to the Sixth Form

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.

If a student is known to have special educational needs and/or a disability when they arrive at the school, the SENDCO, the Vice Principal and the senior tutor will:

- use information from the primary/previous school, parents, and the student to decide how best to support the student within the classroom and wider school environment.
- ensure that ongoing observation and assessment provides feedback about a student's progress to inform future planning.



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| 3.2 | <ul style="list-style-type: none">• 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>Mid- term Referrals</p> <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. Indicators of SEND 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 or SENDCO 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 SENDCO, 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, symptom identification tools 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. 4.1 | <p>Managing information about students with SEND (Coordination)</p> <p>Students will be included on the SEN register if needs are identified in any of the following broad areas:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Mental and Emotional Health difficulties• Sensory and/or Physical needs <p>They will be registered as SEN Support or as having 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 SEND and will not automatically lead to them being registered as such. Students who present with challenging behaviour may have unidentified SEND however, and the school will endeavour to identify these in appropriate ways.</p> <p>Mrs Hughes as special needs coordinator (SENDCO) 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 SENDCO may remove them from the SEN register.</p> |



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| 4.2 | <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 staff are provided with-regular updates.</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 individual needs and the additional provision that is required to meet them.</p> <p>The pastoral support assistant at the main school is notified of students with any medical problems. This information is disseminated to staff in a confidential handbook.</p> |
| <p>5.</p> <p>5.1</p> <p>5.2</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>Adaptive teaching</p> <p>For many students, adaptive teaching in the classroom will be all that is needed to address individual concerns and to enable all students to make progress.</p> <p>Examples of adaptive teaching strategies include:</p> <ul style="list-style-type: none"> • Rephrasing questions or content. • Adapting language to ensure all learners understand the content. • Providing exemplars or modelling. • Highlighting and emphasising key learning points. • Prompting learners with key words, visuals, or other sensory stimuli. • Setting up temporary groups as an additional layer of scaffolding. • Gauging group responses to support individual answers. • Giving step-by-step instructions for tasks. <p>SEN Support</p> <p>Students will be registered as SEN support when they have a disability or special educational need which requires additional provision to be made for them.</p> <p>At SEN Support, teaching and support staff, the SENDCO, the student and parents/carers will work together in a cycle of assess-plan-do-review, 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>An Access to Learning Plan will be created which will clearly identify the area(s) of need, and the support and resources to be provided. The plan will be discussed and shared with parents/carers and students.</p> <p>Reviews will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers. Where there are concerns about progress, the school may decide to gain involvement and advice from a specialist external agency or from the Educational Psychology Support and Outreach team.</p> <p>Following a review, teachers, working with the SENDCO, may revise the additional provision on offer, with decisions on any changes made in consultation with the parent and the student.</p> |



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| 5.3 | <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 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>Where, despite the school having taken purposeful and relevant action to identify, assess and meet the special educational needs/disabilities of a student the young person 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. Where a student has an Education, Health and Care Plan, the Local Authority must review the plan every twelve months as a minimum.</p> |
| 6. 6.1 | <p>Supporting Parents/carers and Families</p> <ul style="list-style-type: none">• Parents/carers of a child with SEND are encouraged to contact the SENDCO at any time during the academic year should they have concerns and wish to review the support on offer.• Parents/carers are advised to access the Trafford Local Offer which is available on https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page This website provides valuable information about all the services and organisations which are part of the support on offer in Trafford for young people who have Special Educational Needs or who are Disabled (SEND) and their families.• The school's SEN Information Report (2023) can be accessed at: https://aggs.bright-futures.co.uk/parents-carers/send/ |
| 7. 7.1 | <p>Supporting students at school with medical conditions</p> <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. 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 Supporting Pupils with Medical Conditions Policy.</p> |
| 8. 8.1 | <p>Roles and Responsibilities</p> <p>Mrs Hughes as special educational needs and disabilities coordinator (SENDCO) has oversight of provision for students with SEND and maintains a record of such students.</p> <p>The SENDCO also:</p> <ul style="list-style-type: none">• Arranges a formal review of progress for each student with an Education, Health and Care 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 other alternative arrangements in examinations. |



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| 8.2 | Role of Teaching Staff <p>AGGS recognizes that every teacher is a teacher of every young person, including those with SEND and they will ensure that provision is made for those who need it.</p> <p>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> <p>Class teachers are fully involved in providing high quality teaching, adapted 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.</p> <p>Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs and removing potential barriers to learning. This process should include working with the SENDCO 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.</p> |
| 8.3 | Governing Body: <p>The Governing Body will 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 young people with SEND engage in the activities of the school alongside students who do not have SEND.• designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.• 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, and 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 Vacant post.• The SEND policy will be evaluated and reviewed biannually.• The school will continue to liaise and share the expertise of staff within the Bright Futures Education Trust and use audit tools and peer review as a mechanism to improve and develop provision. |
| 10. | Complaints |
| 10.1 | <p>The school responds to complaints in line with our general Complaints procedure.</p> <p>If the parents/carers of a student with special educational needs have a complaint, they should arrange a meeting with the SENDCO who will deal with the matter in the first instance. The SENDCO may involve the Principal in resolving the issue. Complaints can usually be resolved by informal discussions with the SENDCO, 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> |



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| 11. | Arrangements for SEND In-Service Training |
| 11.1 | SEND is an integral part of Continuing Professional Development (CPD) for staff. SEND INSET will be considered on an annual basis when the School Development Plan 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 SENDCO and Leadership Team. The governing body's INSET needs will also be considered in response to any national policy developments. |

RESPONSIBILITY

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| Responsible Staff | Mrs Hughes, Ms Bond |
| Approving body | Governors – TLB&S Committee |