

TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY & INFORMATION REPORT

Adopted: July 2019

Review: July 2020

RATIONALE

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Tunbridge Wells Girls' Grammar School (TWGGS). This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour Policy; Equalities Policy; Child Protection/Safeguarding Policy; Complaints Policy; Anti-bullying policy and Medical Needs Policy

This policy is based on the Kent model policy and it will be reviewed annually.

DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015 p 5)*

DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance for supporting pupils with medical conditions (DfE 2015). The TWGGS "Supporting Pupils with Medical Conditions Policy" sets out the support available.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this. This is special educational provision

under Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. We endeavour to ensure that such provision is available for those who need it. At TWGGS we recognise that any pupil may experience individual educational difficulties at some time in her education. This policy aims to ensure that every pupil's needs are identified and addressed with sensitivity and flexibility.

AIMS

- To identify at the earliest opportunity all pupils who need special consideration to support their physical, sensory, social, mental, emotional, cognitive, learning, communication or interaction development
- To ensure that these pupils are given appropriate support to allow every pupil full access to the National Curriculum
- To ensure that these pupils are fully integrated into all activities of the school
- To involve parents/ carers, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.

PRINCIPLES AND OBJECTIVES

In line with Kent policy and the school's overall aims, we seek:

- To provide a broad, balanced and suitably differentiated curriculum relevant to individual needs, through all staff sharing responsibility for SEND
- To ensure that every pupil realises their maximum potential in a caring, supportive environment which provides equal opportunities for all
- To plan for any pupil who may have additional educational needs or disability at some time in their education
- To identify pupils, as early as possible, who will need extra resources and/or teaching help and support during their school years
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To work in partnership with parents/ carers, pupils and other external professional agencies to provide for each pupil's individual educational needs
- To review the policy and practical arrangements regularly to achieve best value

ROLES AND RESPONSIBILITIES

All members of the school community work towards the school's aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs
- Sharing a commitment to inclusion and a partnership approach to provision

The **Governing Body** is responsible for ensuring that the educational needs of all pupils are met as far as is reasonably practicable. Arrangements will be made for the admission of disabled pupils; facilities will be provided to assist access to the school by disabled pupils and steps will be taken to prevent disabled pupils from being treated less favourably than other pupils. The Governing Body has appointed a governor who takes a particular interest in and monitors the school's work on behalf of children with SEND

The **Headteacher** has strategic responsibility for overseeing the provision for children with special educational needs and disabilities and keeping the governing body fully informed. The Headteacher will work closely with the SENCO.

The **Special Educational Needs Co-ordinator** (SENCO) works with Directors of Achievement (DoA), relevant staff and external agencies, to ensure that the needs of each pupil are met. She liaises with and advises teaching and support staff on SEND matters and works with DoA to co-ordinate the provision of children with SEND. The SENCO is responsible for writing the SEN Information Report. The SENCO produces and updates the School SEND register regularly and provides information for the school database, attends Learning Inclusion Forum (LIFT) review meetings, organises all learning assessments, any follow up briefings to staff and sets up annual review meetings for pupils with a Statement of Special Educational Needs (Statement) or an Education, Health and Care Plan (EHCP). The SENCO works with the Examination Officer regarding entering and supporting pupils in public examinations and applying for Access Arrangements. The SENCO has a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

Directors of Achievement work closely with the SENCO in identifying those pupils with additional needs and disabilities, and they work closely with colleagues, liaising on the level and type of assistance required. They are responsible for monitoring the progress of all pupils in their Key Stage. They liaise with the Pastoral Support Assistant for the provision of organisation and study support. In conjunction with the Deputy Headteacher and Pastoral Support, DoA work with external agencies, such as the Educational Welfare Officer (EWO), CAHMS, Early Help and Preventative Services and Health and Social Care Services in dealing with individual problems.

Curriculum Leaders are responsible for the delivery of an appropriate curriculum in their subjects. They ensure that effective differentiation takes place and programmes of study meet the needs of all pupils. They work with all teachers in their department to provide support for less experienced staff in individualised provision. They provide individual support such as catch-up and support sessions, focussed skill support sessions and revision sessions in their subject. The Curriculum Leader English provides information to the SENCO to assist with early recognition of learning difficulties.

Teaching staff are responsible for the learning of every pupil they teach. Every teacher has access to the Special Needs and Disability Register on the shared area. Form tutors and teaching staff keep clear and detailed records in order to monitor progress. They liaise with the Curriculum Leader and DoA as necessary to raise concerns and discuss progress.

Relevant **support staff** are made aware of the school's policy for identifying, assessing, monitoring and making provision for pupils with SEND. Some support staff will have frequent contact with pupils on the register and are expected to share information about behaviour, learning and progress.

ADMISSION ARRANGEMENTS

As an academically selective school, pupils are admitted on ability. Entry to LA Grammar Schools is determined by passing the Kent PESE Tests. On passing these examinations, oversubscription criteria are applied (when necessary) in order to gain entry to each school. The school tries to cater for all children who meet these criteria. The presence or absence of a special educational need or disability is not a factor in the selection of pupils unless they have an Educational, Health Care Plan (EHCP) which names the school for health and special access reasons. Decisions on the admission of pupils with an EHCP are made by the LA.

SPECIALISMS AND SPECIAL FACILITIES

SEND pupils are taught alongside all other pupils, and differentiation and the implementation of targeted support within the classroom is the primary route for personalising the education of pupils with SEND. The school does not operate specialist withdrawal groups or specialist staffed resourced units.

The SENCO at TWGGS is a qualified teacher and a member of the Senior Leadership Team. The school has two other members of staff, both support staff, who are trained beyond core level in special needs. One of these works with visually impaired pupils and provides some one-to-one extra support in KS3 for basic English and study skills, and the second supports pupils with various social, emotional and mental health difficulties. Specially trained staff may be bought in to provide support. The school has wheelchair access to most main school areas, toilet facilities with wheelchair access and lifts to some specialist classrooms. The school has worked with Kent Association for the Blind to make the school site accessible to visually impaired pupils.

1 The kinds of special educational need for which provision is made at the school

At TWGGS we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

We will also meet the needs of pupils with a statement of special educational need / Education, Health and Care plan. At present we do not have any such pupils, but recently we have worked with a pupil who had an EHCP because of visual impairment. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

Every Year 6 pupil is visited by a member of staff before transfer from primary school, and any information concerning special educational needs is discussed. (See Appendices A and B). The SENCO may discuss the nature of the assessed special need with the feeder primary school SENCO. Parents/ carers are invited to raise any concerns about a special need on the forms issued with the entry pack and to discuss any issues with the SENCO at the Induction Evening. The Admissions Officer and the SENCO liaise with parents/ carers prior to the pupil starting school to anticipate what a pupil may require.

Early in the autumn term, all pupils in Year 7 are given cognitive ability tests (CATs) which are designed to be used in the pupil tracking process but which can also be used as indicators of potential difficulties. Year 7 pupils also sit the Lucid Exact test which may indicate a learning need. All pupils are given reading and writing tests during English lessons in their first term.

At any stage of their education, pupils can be referred to the DoA by class or form teachers and from the result of the analysis of pupil tracking data. A regular item on the agendas of both tutor team meetings and department meetings is that of 'pupils causing concern'. Pupils may refer themselves, either directly to the SENCO or via the DoA, if they feel that they are struggling. Parents/ carers may contact the SENCO directly or through a DoA at any stage of their child's education at TWGGS.

Physical or emotional problems are often referred by primary school or parents/ carers. When the school identifies such an issue, a multi-agency approach is generally adopted, incorporating liaison with health and social services, education welfare services and appropriate voluntary organisations.

ASSESSMENT

Any pupil causing concern will be referred to the SENCO, who will discuss the concern with the form tutor, teachers and the DoA. Evidence of need is collected to determine whether or not to proceed with a formal assessment by the school's qualified assessor. After discussion with the pupil and parents/ carers, formal assessment of special need is arranged with the school's assessor. Private assessments are not accepted by JCQ, therefore Access Arrangements for examinations can only be applied for if a learning need is identified by the school's assessor. After specialist assessment, pupils with a special need or disability are placed on the Special Educational Needs register, referring to the following descriptors:

- 1) Cognition and learning difficulties (General Learning and Specific Learning Difficulties)
- 2) Social, emotional and mental health
- 3) Communication and interaction difficulties (Language and Autistic Spectrum Disorder)
- 4) Sensory and Physical difficulties (Hearing, Visual and Physical)

PROVISION

As far as reasonably practicable, the needs of all pupils are met through the mainstream curriculum. High expectations and suitable targets are set for all pupils. We try to ensure that all pupils join in with all the activities of the school so far as this is reasonably practicable. No pupil is excluded from external trips and visits because of special educational need or disability as outlined in the Educational Visits Policy. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Members of staff are aware of the necessity for differentiation and are made aware of those pupils needing extra support at weekly staff briefings and by the regular publication and updating of the special educational needs register. They are aware of the need to keep this document strictly confidential and are encouraged to use a coding system in their registers to remind them of each need. Those pupils identified as being most able are stretched through extension work and also through extra-curricular opportunities. Catch-up clinics and peer mentoring schemes are run at lunchtimes in a number of subject areas.

Examination concessions and considerations are obtained for all pupils for whom they are necessary. Pupils work with the SENCO individually in developing the arrangements that will help them to do their best within the JCQ regulations. In a very limited number of very specific circumstances, pupils approaching GCSE are permitted to drop one or more subjects on an individual basis and gain additional study time.

Social, emotional and mental health support is available through the Pastoral Support system. The school nursing service is available on referral to advise pupils with physical or emotional problems. A school counsellor is available on one day a week to see pupils with social, emotional and mental health problems.

The school belongs to the West Kent Local Inclusion Team (LIFT) which can assist with access to specialist teaching and learning services. The behavioural support service is contacted and asked to offer assistance when required. The Educational Welfare Officer (EWO) and Family Liaison Officer (FLO) are available to advise the school and make home visits to parents. Advice will always be sought from external agencies regarding strategies best to meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to CAMHS, Educational Psychology Services, Specialist Teaching Services, West Kent Learning Federation and other LA or voluntary bodies.

At TWGGS we continually monitor and track the academic progress of all pupils, and we communicate with parents/ carers once a term, via the interim report, parents' evening and full school report. All pupils undergo baseline tests in Year 7 across the range of curriculum subjects.

Where pupils are not making progress in line with expectations, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: Catch up sessions; 1:1 support with a sixth former or member of staff. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will contact our specialist assessor who will test the pupil to see if they have a learning need.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents/ carers, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEN is changed, parents/ carers will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents, form tutor and subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a Statement of Special Educational Needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Governing Body

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs may have more frequent meetings with the SENCO to discuss their progress. If adequate progress is not being made, the SEN support plan will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

3d How the school adapts the curriculum and learning environment for pupils with special educational needs

At TWGGS we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans. Details of changes and the action plan for accessibility may be found within the Equalities Policies and Accessibility Plan.

3e Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at TWGGS are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g Support that is available for improving the emotional and social development of pupils with special educational needs

At TWGGS we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and for instance PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day. For some pupils with the most need for help in this area we also can provide the following: access to the school counsellor, mentor time with a member of staff, external referral to Early Help and/or CAHMs, time-out space for pupils to use when they are upset or agitated etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at TWGGS is Jane Parkinson (Deputy Headteacher), who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She can be contacted on 01892 520902 x 205 or by email: deputyhead@twggs.kent.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Early in each academic year all new staff are provided with a training session outlining SEND in the school context and highlighting TWGGS' approach to support and intervention. The SENCO, DoA, teachers and support staff are encouraged to attend SEND courses which are of interest and have a particular bearing on children they are supporting. Governors will be informed of any school based training on SEND issues and invited to attend.

In addition the following teachers have received the following enhanced and specialist training:

Miss Jane Parkinson, SENCO and Deputy Headteacher - Postgraduate Certificate in Professional Practice: National Award for SEN Co-ordination (PGCiPP NASENCO)

Qualified assessor – PGCPSE (Difficulties in Literacy Development [E801]); MAEd; Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA) *ongoing*

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: Broomhill Bank School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents/ carers of children with special educational needs about, and involving them in, their education

The school will involve parents/ carers as soon as a concern has been raised. This may be done at a parent consultation evening or by personal contact from the form tutor, DoA, or SENCO. Access to the SENCO is readily available to discuss a child's needs and approaches to address them. The school will undertake Annual Reviews for children with SEND, and support parents'/ carers' understanding of external agency advice and assistance.

All parents of pupils at TWGGS are invited to discuss the progress of their children at Parents' Evening and parents receive an Interim report and a full report each year. Parents/ carers are encouraged to communicate with teachers via the student planner if they have any concerns about their child's progress. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision, improvements in progress are not seen, we will contact parents/ carers to discuss the use of external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made, and the parents/ carers will be invited to all planning and reviews of this provision. Parents/ carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/ carers of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to, and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents/ carers.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Pupil Voice - Confident pupils, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years. At TWGGS, all pupils are encouraged to be involved in target setting and identifying teaching and learning strategies that work for them. They are encouraged to express their views and independence. Any pupils who feel that they do have a problem have a number of channels to bring this up, from Form Tutor to a direct approach to the SENCO.

9 The arrangements made by the governing body relating to the treatment of complaints from parents/ carers of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at TWGGS are used for complaints about provision made for special educational needs. We encourage parents/ carers to discuss their concerns with the form tutor, subject teacher, Director of Achievement, SENCO/ Deputy Headteacher, or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

External Support Services: The school has arrangements for securing access to external support services for pupils with special needs. The school will collaborate with all other support services and agencies involved with a pupil, parents/ carers and, where appropriate, make joint planning arrangements.

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs, if appropriate
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team etc

11 The contact details of support services for the parents/ carers of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents/ carers, children and young people to fully participate in discussions and make informed choices and decisions. Also it allows children to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on: **HELPLINE:** 03000 41 3000; **Office:** 03000 412412

E-mail: iask@kent.gov.uk and www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At TWGGS we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. See point 2 and Appendices B and C. The transfer process is planned, monitored and supported to ensure a successful outcome for all pupils in line with the SEND Code

of Practice. The Transition Manager oversees this process and reports concerns to the SENCO and Head of Admissions. The DoA for Key Stage Four and SLT advise pupils and their parents who may want to transfer to other schools after GCSE, and the SENCO advises parents and pupils with special needs or disabilities on transfer to Higher Education.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published online and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated in a number of ways. Pupils' views are taken into account through regular mentoring sessions with form tutors and discussions with DoA, who also track pupils' progress over time. Parents/ carers of pupils on the register are encouraged to keep in regular contact with the SENCO. Value added tracking data is analysed for pupils on the register. The SEN governor monitors procedure and practice.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

<p>Kinds of Special Educational Needs that are provided for at Tunbridge Wells Girls' Grammar School (1)</p>	<p>The school provides support for pupils across the four areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
<p>School procedures for identification of pupils with SEND (2)</p>	<p>Pupils are identified as having SEN, and their needs assessed, through:</p> <ul style="list-style-type: none"> • Information passed on from Primary schools • KS2 results, CATS testing, Lucid Exact testing from September 2019, baseline testing and progress data • Feedback from teaching staff, support staff and observations • Referrals from parents • Pupil referrals • Pupil Premium interventions not showing impact
<p>School approach to teaching pupils with SEN (3c)</p>	<p>Provision for SEN pupils centres on quality first teaching with appropriate differentiation in place. There is one VI teaching assistant who adapts resources and provides extra classroom support. Personalised provision through adapted resources and interventions is the responsibility of all classroom teachers.</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEN (3a)</p>	<p>Impact tracking is carried out regularly in all subjects and monitored by the teacher and DoA. Adaptations to provision are made in light of the data.</p>
<p>Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils (3b)</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • Support plan and EHCP reviews • Observations and follow up • Meetings with pupils • Meetings and telephone conversations with parents
<p>How adaptations are made to the curriculum and learning environment of pupils with SEN (3d)</p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> • Groupings that target specific levels of progress • Differentiated resources and teaching styles • Appropriate choice of texts and topics to suit the learner • Access arrangements for tests and/or examinations • Pastoral team care and support • Specific resources to allow curriculum access • Peer mentoring scheme • Where required and in extremis, an amended curriculum, i.e. fewer GCSE subjects
<p>Support available for improving the social, emotional and mental health of pupils with special educational needs (3g)</p>	<p>Pupils are well supported by an anti-bullying policy supported by all staff Access to the pastoral support team Targeted support for individual pupils Access to the school nursing service Access to the school counsellor School Council</p>
<p>Name and contact details of the SEN Co-ordinator</p>	<p>Miss J Parkinson 01892 520902 X 205 deputyhead@twggs.kent.sch.uk</p>
<p>Name and contact details of the SEN</p>	<p>Mrs J Medhurst 01892 520902 admin@twggs.kent.sch.uk</p>

Governor	
Staff expertise and training (5)	<p>SENCO is a qualified teacher and member of the Senior Leadership Team, with a Postgraduate Certificate in Professional Practice: National Award for SEN Co-ordination (PGCiPP NASENCO)</p> <p>External Specialist Assessor: PGCPSE (Difficulties in Literacy Development [E801]); MAEd; IQ Level 7 Organisation Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA)</p> <p>New staff small group training as part of their induction</p> <p>Individual staff with training in Code of Practice, Visual Impairment, ADHD, Specific Learning difficulties, Counselling</p> <p>Specialist expertise engaged from external services such as:</p> <ul style="list-style-type: none"> ▪ Educational Psychology ▪ Assessment of Special Learning difficulties ▪ CAMHS ▪ Speech and Language ▪ LIFT
Securing equipment and facilities to support pupils with special needs (6)	<p>Bids for school budget funding through Curriculum Leaders, Directors of Achievement, SENCO.</p> <p>High Needs Funding through EHCP channels</p>
Consulting parents (7)	<p>Parents/ carers are encouraged to make referrals directly to the SENCO.</p> <p>If a pupil is identified by the school as having a possible need, then parents/ carers are always involved in the decision about a formal assessment.</p> <p>Parents/ carers are contacted to discuss the results of an assessment.</p> <p>There are a number of occasions during each school year when reports are issued to all parents/ carers.</p> <p>Parents/ carers may request a meeting with the SENCO at any time during the school year.</p> <p>Parents/ carers of pupils with a high level of need are in frequent communication with the SENCO, are invited to meet at least once each term, and take part in the annual review each year.</p>
Consulting pupils (8)	<p>Pupils are encouraged to make referrals directly to the SENCO.</p> <p>If a pupil is identified by the school as having a possible need, then the pupil is always involved in the decision about a formal assessment.</p> <p>Pupils are invited in to discuss the results of an assessment with the SENCO</p> <p>There are a number of occasions during each school year when reports are issued to all parents/ carers and pupils always see these reports before they are sent home</p> <p>Pupils may request a meeting with the SENCO at any time during the year.</p> <p>Pupils with a high level of need are in frequent communication with the SENCO, are invited to meet at least once each term and take part in the annual review each year.</p>
Complaints (9)	<p>Parents/ carers may contact the Governor with an interest in Special Educational Needs. The procedure for raising complaints about any special needs issue is the same as that used for any other complaint and may be found on the school website.</p>
External Agencies (10)	<p>The school has arrangements for securing access to external support services for pupils with special needs. The school will collaborate with all other support services and agencies involved with a pupil, parents/ carers and, where appropriate, make joint planning arrangements.</p> <p>Advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to CAHMS, Educational Psychology Services, Specialist Teaching Services, West Kent</p>

	Learning Federation, Health and Social Services and other LA or voluntary bodies.
Kent Support Services (11)	Information and advice for parents can be obtained from Information Advice and Support Kent (IASK), www.kent.gov.uk/iask or 03000 412 412. The Kent Parent Carer Forum can be contacted at info@kpcf.co.uk
Transition arrangements (12)	<p>Every Year 6 pupil is visited by a member of staff before transferring from primary school and any information concerning educational needs should be discussed. The transfer process is planned, monitored and supported to ensure a smooth transition for all pupils. The Transition Manager oversees this process and reports concerns to the SENCO and Admissions Officer. The SENCO may discuss the nature of the assessed special need with the feeder primary school SENCO.</p> <p>The SENCO discusses GCSE and A Level choices with pupils before and during Key Stage transitions. The DoA monitors progress in subject areas. The DoA Key Stage 4 and members of SLT advise pupils and their parents/ carers who may want to transfer to other schools after GCSE, and the SENCO advises parents and pupils with special needs or disabilities on transfer to Higher Education.</p>
The Kent Local Offer (13)	The LA Local offer can be accessed online. Any parent/ carer without internet access can contact the SENCO and come into school to access this.

TWGGGS PRIMARY TRANSFER: SEND INFORMATION

PUPIL NAME: _____

PRIMARY SCHOOL: _____

PRIMARY SCHOOL TEACHER/SENCO/HEADTEACHER: _____

A definition of Special Educational Needs and Disability (SEND)

- 1) *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*
- 2) *A child of compulsory school age or a young person has SEND if they:*
 - *have a significantly greater difficulty in learning than the majority of others of the same age and/or*
 - *a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Does this pupil have?

- **SEN Support (K) YES/NO**
- **Educational, Health and Care Plan (EHCP) YES/NO**
- **Extra time in the Kent PESE Test or SATs YES/NO**
- **Suspected or possible difficulties** **including**
medical conditions and SEMH YES/NO

Please give details and current strategies employed:

Please attach any SEN or Medical evidence

Completed by: _____ Date: _____

Please return with the TWGGGS Primary Transfer Form

APPENDIX B

TWGGGS PRIMARY TRANSFER FORM

Pupil Name: _____

Primary School: _____

Year 6 Teacher: _____

ACADEMIC INFORMATION	SATS	STRENGTHS/WEAKNESSES
English		
Mathematics		
Science		
MODERN FOREIGN LANGUAGE	WHEN STARTED	LESSON TIME PER WEEK

Does the school receive Pupil Premium funding for this pupil? **Yes / No**

Gifted and Talented? _____

Special Needs? Yes /No /Maybe (please delete) If the pupil has or might have a special need, or responds well to any particular classroom strategy then please fill in the **SEND** form.

PERSONAL QUALITIES	GOOD	SOMETIMES STRUGGLES	OFTEN STRUGGLES
Attitude to work			
Organisational skills			
Confidence			
Social and personal skills			
Resilience			

Please expand on the above if necessary

Is another language spoken at home?

Are there, or has there been, any health or medical issues?

Are there, or has there been, any social, emotional or mental health issues?

Current Year 6 attendance percentage:

Has this pupil ever had 10 or more broken weeks during a school year?

Has attendance ever fallen below 95%? If so, why?

Is there, or has there ever been, an issue with bullying?

Are there, or has there been, any issues regarding the home situation or parental involvement?

Do you have any advice about girls who should or shouldn't be in the same Tutor Group? (Please give brief details why and state whether or not parents are aware of this.)

Any other information

Completed by: _____ Date: _____

Please return to TWGGS or give to the visiting member of staff