

Special Educational Needs & Disabilities Policy

Kesteven and Grantham Girls' School



Approved by:	Welfare Committee Full Governing Board	Date: 22 September 2026 20 October 2026
Last reviewed on:	September 2024	
Next review due by:	September 2027	

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1. SEND STAFF

SENDCO Mr D Hobbs
 SENDCO Mrs J Liddiard-Voges
 3 Support Assistants

2. INTRODUCTION

SEND: Special Educational Needs & Disability

This SEND policy outlines how the school will meet the legal requirements of SEND provision, within the general structure of teaching and learning. It is intended to detail how the school:

- Identifies SEND
- Uses the Graduated Approach
- Processes data
- Informs staff
- Ensures provision
- Evaluates practice
- Manages transitions of students with existing needs
- Utilises external professional support
- Includes parents

3. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015). It has been written with reference to the following:

- Equality Act (2010): Advice for Schools, DFE 2013
- SEND Code of Practice 0 – 25 (2015) DFE
- Schools SEND information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility plan
- Teaching and Learning Policy
- Teachers Standards
- This policy was created by the SLT Link in liaison with the school's SENDCOs, and staff.

Definition of SEND

The Code of Practice definition says that a child has special educational needs

‘... if he or she has a learning difficulty which calls for special educational provision to be made for him or her.’

A child has a learning difficulty if he or she ... “... has a significantly greater difficulty in learning than the majority of children of the same age”

“... has a disability which either prevents or hinders him/her from making use of educational-facilities of a kind provided for children of the same age in schools within the area of the local education authority.”

Special educational provision means “... education or training that is additional to, or different from that made generally for children or young people of the same age’

4. AIMS AND OBJECTIVES

Aims

- To ensure all students with SEND have their needs identified.
- To follow the Graduated Approach when planning and reviewing SEND provision.
- To monitor and review students with SEND’s progress through available data.
- To support academic progression through appropriate and timely provision.
- To enable students with SEND to learn and grow independently.
- To ensure all students with SEND can access the curriculum, with work differentiated where appropriate.
- To support staff, through training where appropriate, to ensure high-quality teaching.
- To regularly evaluate the current practice of the SEND Dept.
- To seek advice and liaise with external professionals to support both the SEND Dept and the individual students.

Objectives

The SEND Code of Practice reminds us that ‘All teachers are teachers of children with SEND and teaching such children is therefore a whole school responsibility’. The school, therefore, aims to meet the needs of all students who may have SEND throughout, or at any time during their educational journeys by:

- Identifying the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents and carers, teachers, external agencies and in the case of students new to the school, from prior schools. We also use screening software in targeted groups (2026)
- Students with SEND are continuously monitored by their teachers, Heads of Year, and Faculty Leaders, in order to ensure they can reach their full potential. This monitoring forms part of the Graduated Approach.
- Making appropriate provision aimed at overcoming barriers to learning and ensuring students with SEND have full access to the curriculum. This will be recorded on a support plan which will be regularly reviewed in order to ensure the student’s needs are met.
- Working with Parents and Carers to gain a better understanding of their child and involve them in stages of their child's education. This includes supporting them to understand SEND procedures and practices, providing reports of their child’s progress and providing information on the school’s SEND work.

- Work with and in support of outside agencies when pupils' needs cannot be met by the school alone or if an investigation into further needs are appropriate.
- Creating an inclusive school environment where students feel safe to voice their opinions of their own needs. This means providing opportunities for students to discuss their progress with their teachers, Head of Year or SEND team members. There are further, wider opportunities for all students to take part in aspects of school life such as through the School Council, charity and house events.

In accordance with the Disability Discrimination Act (DDA) the school will:

- not treat disabled students less favourably
- take reasonable steps to avoid disabled students being at a substantial disadvantage

5. ADMISSIONS

Arrangements for admission to the school are the same for all students (with or without identified SEND) and are stated in the schools' admission policy. As a Selective Academy, students are admitted who fulfil the school's selection criteria. If a student with known SEND is admitted to the school, then the SENDCOs will work collaboratively with the Head of Year. The Head of Year/SENDCOs will liaise with the feeder school, Parents and Carers, and appropriate external agencies as appropriate. The school will seek to ensure reasonable and adequate provision is in place before admission where possible.

Students who qualify and have an EHCP (Education, Health and Care Plan) will have the right to a place at the school, as stated in Lincolnshire's Admissions Policy.

Access

Statutory responsibilities

The school makes reasonable adjustments and provisions to remove barriers for learners with SEND, across the physical school site and buildings, and in the formal and wider curriculum.

Although the school's accommodation is on several levels, the installation of lifts, ramps and other aids, together with the rooming of curriculum areas, allows access for disabled students to most areas. The school will continue to ensure that all future building projects and adaptations to premises are made with access for the disabled as a priority. Where necessary, specialist equipment will also be acquired to enable students with physical and sensory disabilities to have full access to the curriculum. To this end the school now has a hygiene suite.

The allocation of resources (time, materials, staff-development, and personnel) reflects the central principle of integration that underpins the school's SEND policy. Appropriate supportive materials and equipment will be provided in subject lessons to support students with SEND where it is reasonable to do so. Where challenges are encountered, solutions will be sought. Faculties, along with the SENDCOS, are responsible for identifying and providing appropriate teaching materials for students with SEND.

In the case of students with an EHC plan, specialist resources may be funded from the LA and/or the school's SEND budget. Governors approve SEND expenditure.

6. IDENTIFICATION, ASSESSMENT AND PROVISION FOR SEND

The current Code of Practice identifies four broad areas of need. The school will identify the need in order to work out what action to take. Students with SEND are considered on an individual basis rather than attempting to fit a student into a category. We will consider the needs of the whole child which includes not just the SEND. These areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties.
- Sensory and/or physical needs.

Identification

The school regularly monitors and assesses the progress of all pupils. The protocol and rationale for examination access arrangements are included below in this policy.

The triggers for intervention for SEND support could be the teachers' or others' concern, underpinned by evidence about the student who, **despite receiving quality first (adaptive teaching and learning strategies):**

- Makes less than the expected level of progress
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment
- Presents persistent social, emotional and/or mental health difficulties, which are not ameliorated by management and support strategies employed by the school
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make less than the expected amount of progress, despite the provision of differentiated curriculum.

Assessment for intervention cannot begin unless:

- The pupil concerned has undergone both preliminary sight and hearing tests and those results have been considered.
- Adaptive teaching strategies have been explored and trialled in lessons and at least one cycle of the Graduated Approach has been completed.
- Detailed evidence from the pupil's teachers has been gathered concerning what strategies have been used in the classroom in order to remove learning barriers and allow the pupil to make expected progress. There is a process in place for any member of staff to raise a concern about a student who may have SEND.
- Following assessments for SEN, students may be placed on our SEND Register, as SA (SEND AWARE, which some with monitoring), or K Coded (which comes with a Student Support Plan).

Teaching staff, where necessary, will receive relevant training aimed at improving understanding, identifying and supporting vulnerable students as well as widening their knowledge of the most frequent types of SEND.

What is not necessarily considered SEND

- Attendance or absence
- Concerns about health and welfare of the pupil
- English as a second language
- Looked after children
- Pupils who qualify for Pupil Premium.

Assessment and provision

The Graduated Approach, as outlined in the Code of Practice, is as follows;

- Assess
- Plan
- Do
- Review

The SENDCOs should facilitate further assessment of a student's particular strengths and weaknesses; planning future support for the student in discussion with colleagues, parents and carers and students; and monitoring and, subsequently, reviewing the action taken. The student's subject and pastoral teachers should remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme.

Co-ordinating and planning of the Student's Support Plan (SSP) should be the responsibility of the SENDCOs. However, devising strategies and identifying appropriate methods of access to the curriculum should line within the area of expertise and responsibility of individual subject teachers. All staff should, therefore,

be involved in providing further help to students. Parents and carers should always be consulted and kept fully informed of the action taken to help the student and the impact of this action.

Student Support Plans (SSPs)

SSPs - should include:

- The short term goals set for or by the student
- Adaptive Teaching strategies to be used
- The nature of provision to be put in place
- When the plan is to be reviewed
- The SSP should focus on 1 or 2 individual goals chosen from those relating to the key areas of communication, literacy, numeracy and learning skills, or linked to KGGS OAP Toolkit to match the student's needs in conjunction with the student. SMART targets should be used where appropriate (see below); and these may be cross-curricular or may sometimes be subject specific.
- *Specific* – target a specific area for improvement
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.

Review process

The student with SEND's progress will be reviewed at least once per academic year, led by the SEND Team. In more complex cases, the SEND Team may review progress at each tracking point or termly basis. Parents are informed of progress through the usual reporting procedures. Where a student with SEND is indicated to be underperforming, teachers, HOYs and/or the SEND Team will contact parents to inform and discuss. It is not reasonable to expect the SEND Team to hold frequent and regular meetings with parents if the Support Plan is working and normal expected progress is being made due to the provisions that are in place. Where parents have raised a concern or requested a change to the Support Plan, the SEND Team will contact them and discuss. Following annual reviews of the Support Plan, minor changes can be made and are communicated to the student. All Support Plans are available to parents on request.

Further intervention

A. It may be thought necessary, if no progress is being made through the school-based support plan, to request help from external services, both those provided by the LA and outside agencies. They will then be able to advise staff on new SSPs and fresh targets and accompanying strategies or materials. They can also provide more specialist assessments that can inform planning.

B. Despite receiving an individualised programme and/or concentrated support, any one of the following applies, which will trigger further intervention:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at levels substantially below that expected of students of similar age
- Continues to have difficulty in literacy and mathematics skills
- Has emotional/social/mental health difficulties, which substantially and regularly interfere with their own learning or that of class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice of visits, providing direct intervention to the student or advice to the staff, by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- If external support is requested, those services will need to see the student's records, to ascertain what strategies have already been put in place.

The resulting SSP will set out the new strategies for supporting student's progress.

7. MONITORING AND EVALUATION

Evaluation is both quantitative and qualitative, both formal and informal.

Students

The monitoring of individual students is within the role of all subject teachers. Additional personnel, such as Form Tutors, Faculty Leader, Head of Year and the SENDCOs will also have oversight if higher levels of intervention are needed.

For all students, records are kept which allow progress and success at individual student level to be evaluated over a period of time. Effective monitoring/evaluation of special educational provision is dependent upon the maintenance of accurate and up to date records. These will need to be accessed by the SENDCOs.

Data drawn from records allows evaluation to take place across the student population.

Information from teachers, Parents and Carers, curriculum planning, budget, staffing, INSET and reports from outside agencies will also assist in the monitoring and evaluation of SEND provision.

The SEND policy will be reviewed at least every two years.

Statutory Assessment

For a few students, help given may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with Parents and Carers and any external agencies already involved, to consider whether to ask the LA to initiate an EHCP needs assessment. The following documentation will be required:

- Record or log of the pupil's performance from the school's tracking system.
- A dossier of work to demonstrate the benefit of extra time in examinations and tests, as a student's normal way of working.
- A 'concerns' form completed by teachers and Head of Year.
- A record of attendance.
- A Graduated Approach Log for that student

Parents and Carers of a pupil with SEND will always be consulted and their views considered.

For further information, please consult the L.A.'s 'Local Offer' and the SEND Code of Practice 2015 p65 section 4.57.

Curriculum entitlement

The school's 'Teaching and Learning Policy' outlines in detail how the school seeks to ensure that learning and teaching is varied, stimulating, challenging, enjoyable and relevant to the student's needs and experience.

The school will ensure that all students with SEND have access to the full range of curriculum opportunities, including extra-curricular activities.

All ~~SEND~~ students with SEND are entitled and encouraged to participate fully in the broad range of academic courses and to receive accreditation of their achievements. If special support is required to enable this to happen, then the school will endeavour to facilitate this.

8. SUPPORTING PUPILS AND THEIR FAMILIES

Local offer

The school forms part of the Lincolnshire local offer. Parents and Carers can access the full offer for details of various organisations online at:

[SEND Local Offer – Lincolnshire County Council](#)

Families with students who attend KGGS and reside in Nottinghamshire or Leicestershire may also find it useful to consult their local offers.

[Nottinghamshire's SEND Local Offer | Nottinghamshire County Council](#)

[What is the Local Offer | Leicestershire County Council](#)

Admission

Admission arrangements are outlined in the school's admission policy.

Exam Access Arrangements

(see also Examinations Access Arrangements Policy)

Access Arrangements

What are they?

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled. A candidate with a disability or difficulty which has a substantial and long-term effect on performance in examinations may qualify for access arrangements.

Access Arrangements are actions taken to remove the disadvantages to a student accessing an examination caused by physical, learning, sensory or psychological difficulties, without creating any unfair advantage or compromising the integrity of an assessment. These arrangements are agreed before an assessment and must reflect a student's regular or usual way of working within the school (the JCQ use the phrase 'normal way of working').

Access Arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment, these are agreed before assessments take place.

Access Arrangements include but are not limited to; readers, scribes, extra time, supervised rest breaks, being in a smaller room, modified papers or bi-lingual dictionaries; each arrangement is very much dependent on the individual need of each student at the time of the examinations.

An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment

How are they managed at KGGS?

Access Arrangements are determined by the individual needs of the students and therefore should not be compared to past access arrangements of siblings or their peers.

We will always endeavour to ensure that the most appropriate arrangement for each student is sought out.

In order to allow us to facilitate this there has to be a substantial body of evidence in place that we can provide to JCQ (Joint Council for Qualifications) so we encourage teaching staff, teaching assistants and Parents and Carers where appropriate to make referrals throughout the year.

We regularly ask for feedback and evidence alongside formal testing which happens at the end of Year 9 and start of Year 10.

It is important that whatever arrangements are awarded match the student's normal way of working so that they are familiar with how to approach their exams.

Before the exam series begins, we will spend time with all the students who have any sort of arrangement to ensure that they know what they are allowed to do and how the arrangement should help them.

All access arrangements are granted subject by subject based on the evidence collected so it is vital that this is sought out consistently to assess what arrangements are the most appropriate.

Exam access arrangements are the responsibility of the centre, with the SENDCO facilitating assessment and evidence collection. Exam access arrangements ensure that students with SEND are not placed at a disadvantage when compared with their peers.

The school will ensure that any exam or assessment will take place in an accessible area and suitable equipment will be available. Some students may need a computer or similar device. These arrangements have to be made with the SENDCO and Exams Officer in advance of the assessment; examination boards may also have to be notified.

Access Arrangements (for needs identified in KS3)

In Term 1 and 2 of **Year 7** we gather information from primary teachers as well as feedback and observations from staff based on this where appropriate we will screen students for specific learning difficulties using SWIFT this will ensure all students have a working student support plan in place with reasonable access arrangements where appropriate as soon as possible to remove barriers to learning.

In Year 8 and 9 staff will then have a list of students that have access arrangements. Staff and Parents can continue to make referrals to SEND during this time.

At the start of year 9 all students will be screened using SWIFT and this will allow us to identify students with specific learning difficulties and where necessary trial access arrangements until the end of Year 9.

For those students identified, we will then use their KS3 assessments at the end of year 9 to review how the access arrangements have been used and if they are effective. Alongside this, we will then retest these students, so the results are within the JCQ regulation timeline. If the evidence from testing and assessments is sufficient, we will then formally apply for these arrangements for the students' GCSE series.

Access Arrangements (for needs identified in KS4/5)

In term 1 and 2 of Year 10 and Year 12 teachers will meet and assess students and refer any new needs to the SEND team.

Depending on need the SEND team will then meet to make a plan for these students which will be triaged based on need and students will be tested/screened using SWIFT where necessary.

Staff will then be provided with an updated list of students with access arrangements to trial any new arrangements with. This may be computer learning or extra time within end of topic tests.

These strategies will be reviewed in the assessment points at the end of the year where evidence will be gathered to show the effectiveness of these arrangements. This will enable us to formally apply to these arrangements for GCSE and A Level Series.

The final deadline for new referrals for access arrangements to be made to us is the final day of term in December of Year 11 or Year 13. After this, it will be too late to make requests for Access Arrangements as no history of need or provision will be in place: therefore, contravening the JCQ regulations.

Evidence needed for Access Arrangements Key Stage 3

The SENDCOs may grant discretionary and temporary Access Arrangements to Key Stage 3 students based upon evidence from their former schools, an Education and Health Care Plan, reports from external professionals recommending substantial access arrangements and dated before the student's start date at KGGS, and letters from suitable medical professionals. School will also carry out screening and testing procedures which may identify some candidates that would benefit from Access Arrangements.

The school will however adhere as closely as possible to the JCQ regulations for this time.

Transition into KS4 and GCSE assessments

Parents and Carers need to be aware that, in some cases, Access Arrangements granted in KS3 or earlier may not be continued into KS4 if the candidate does not meet the criteria as set out in the JCQ regulations.

In cases where candidates require a Form 8 as part of their evidence, test scores used on that form cannot pre-date Year 9. Therefore, the SENDCOs will arrange for such candidates to be re-assessed in order to satisfy those conditions.

Key Stage 4 and 5

Various pieces of evidence are required to apply for an Exam Access Arrangement from the JCQ, depending on the arrangement required. These could include:

- Form 8 and report from Access Arrangements Assessor confirming a need.
- Subject teacher statement and / or examples of work as appropriate
- Previous documented Access Arrangements from other schools
- A letter from an appropriate professional confirming the candidate's difficulties.
- An Education, Health and Care Plan (EHCP)

For substantial access arrangements, such as extra time, the application must be supported by evidence of need for that arrangement. This would typically include:

- A copy of a mock exam paper demonstrating the need for extra time;
- Statements from the candidate's teachers affirming that the student would benefit from that arrangement
- Evidence of normal way of working.

Once the Access Arrangement is granted, this evidence will be held on file and available for inspection, together with:

- Permission from the JCQ or awarding body for the arrangement.
- A data protection notice signed by the student
- A record of all occasions where the student has been supported by Access Arrangements

Medical Letters

Letters from medical professionals will trigger an investigation but any request for an access arrangement also needs to *be supported by evidence from within the school*. The JCQ will not therefore accept a letter from a medical professional, on its own, as sufficient evidence to grant a substantial access arrangement.

A note on 'Normal Way of Working'.

Access arrangements must be the candidate's 'normal way of working' in order to comply with the JCQ regulations. Candidates must regularly use their access arrangement.

For example, a candidate has been awarded the use of a word processor in order to type their GCSE exams. The candidate regularly uses a computer to type homework and uses it for their mock exams. However, if that same candidate did not regularly type work in the course of their studies, and wants only to type their GCSE exam, this is not therefore their normal way of working: the access arrangement could therefore be withdrawn.

Evidence and Malpractice

Schools are regularly inspected to ensure they have followed JCQ regulations – usually during the summer examination season. The school is required to hold evidence in its files that can be inspected at short notice. For this reason, the school will keep copies of evidence of need, Form 8, letters from outside agencies, record of Access Arrangements used and any EHCP, together with a data protection notice signed by the student.

The consequences of malpractice can be severe. These may include *disqualification of the student from one or more examinations*. Examples of malpractice include:

- Students being granted Access Arrangements which are not their normal way of working
- Access Arrangements being granted when a student has no history of need or provision
- Access Arrangements being granted without sufficient evidence
- Where a candidate deliberately falsifies an outcome of a psychometric test when it is used as evidence of need.

Note on Private Assessors' reports

A number of Parents and Carers may be tempted to have had their students assessed by private assessor and submit the reports to the SENDCOs as evidence that their student should be awarded extra time or other Access Arrangements.

Generally, we discourage this practice. The school can only accept private reports as part of wider evidence. Under JCQ regulations, External Assessors are required to contact the SENDCOs before carrying out the assessment. The SENDCOs will provide the Assessor with any existing information about previous support and current difficulties.

A student's '**normal way of working**' in school is key, and Access Arrangements will not be awarded purely on the basis of a report. In line with JCQ guidelines, where we choose to accept or reject a privately commissioned report from an external professional, the SENDCOs or a member of the Senior leadership team will provide a brief, written rationale to support this decision which will then be available for inspection purposes.

Identifying the need for Access Arrangements

Students will be identified for consideration for Access Arrangements in one of the following ways:

- They had an Access Arrangement in KS2 for their National Curriculum Tests
- Baseline testing in KS3
- Parental referral
- Head of Year or subject teacher referral
- Information from previous schools
- They are known to the SEND Team.

In all cases, a referral must first be made to the SEND Team.

Testing and applying for Access Arrangements

When a student is brought to the attention of a SENDCOs in one of the above ways, the SENDCOs will investigate further. Evidence from teachers of the student's needs and difficulties will be sought and considered. If testing or screening is indicated, this will be carried out and Parents and Carers informed.

The outcomes of the assessments will be recorded and summarised; where an Access Arrangement is recommended due to a learning difficulty, JCQ Form 8 Part 2 (the assessor's report) will be completed and used as part of the evidence for online submission of a formal Access Arrangement application. The school will apply to the JCQ (or other relevant awarding bodies) using the Access Arrangements Online application system. The feedback is usually instant, and, where the Access Arrangement is approved, the arrangement is allocated to the student, and the Parents and Carers and Carers informed.

The evidence of need is held on file and the SENDCOs monitors and ensures that the Access Arrangement is normal working practice for the student within school.

Post deadline Temporary Arrangements

The SENDCOs may consider supporting a temporary access arrangement in cases where a candidate has been affected by a very recent injury, an incident, sudden illness or a deterioration of an existing condition on the day of the assessment.

Students with an illness or injury that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant or other professional giving a brief outline of their condition.

For example, a right-handed student whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and thus not used to dictating to a scribe. A student with acute back pain may require supervised rest breaks in order to stand and move around.

Temporary arrangements and special consideration will be carried out only in accordance to the current JCQ regulations.

Transition

The school has well established links with a large number of Primary schools, and liaison with these schools about the incoming Year 7 students takes place from the moment they are allocated places and, if necessary, even after they have transferred.

Where possible, a member of staff will visit each student in their Primary school prior to them entering Y7 and also meet with their class teacher or Headteacher. Any SEND information passed on from the Primary feeder school will be recorded and communicated to the SENDCOs.

- Information received regarding students admitted from another Secondary school who have been, or are, on transfer, on their SEND register will be passed on to the Head of Year and the SENDCOs, so that appropriate action can be taken as early as possible.
- The school has established links with special units.
- Information about SEND students who transfer to another school will be passed on with their other records before transfer wherever possible.

For students who are moving on to other schools, colleges and Universities, the school can provide, on request, records, reports and evidence to that organisation with the student's (or parent's) permission.

We encourage students to declare any disability during their University application; where appropriate, we will endorse this in their student reference. If the University in question runs a support scheme, we may help the student to apply for it. In some instances, we will also write under separate cover to the final choice university to explain specific needs or problems.

9. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with the terms of the Equality Act 2010. Some pupils may also have special needs (SEND) and may have a statement or an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school has a policy for pupils with medical conditions. This is available on the school's website or by request from the SENDCOs.

10. CRITERIA FOR EXITING THE SEND REGISTER

Students may be removed from the SEND register when the following applicable conditions are met:

- Their annual review has been completed.
- If they are making good and expected progress or better.
- They no longer require extra support to enable them to make that progress.
- After discussion and consultation with the pupil and her Parents and Carers.

11. ROLES AND RESPONSIBILITIES

The Headteacher is ultimately the 'responsible person' for the school with respect to SEND provision. The Headteacher in practice delegates the day to day responsibility for SEND to the Assistant Headteacher i/c SEND who in turn will provide the role of Special Educational Needs Co-ordinators (SENDCOs) and work closely with the SENDCO (admin) to ensure responsibilities are being met and will keep governors fully informed of school developments.

SENDCOs will oversee the dissemination of information from the LA, regarding a student's SEND, to the staff.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCOs)

The **SENDCOs** are responsible for the co-ordination of SEND provision within the school, at all stages of the Code of Practice. **The SENDCOs will:**

- Work closely with the Headteacher, SLT Link, Pastoral Team, SEND Team, Faculty Leaders and teachers in the management of the day-to-day operation of the school's SEND policy.
- Liaise with and advise teachers and Learning Support Assistants
- Maintain the school's SEND register.
- Liaise with Parents and Carers of SEND students and external agencies as appropriate.
- Contribute to the regular in-service training of staff, according to the INSET schedule each year.
- Work with their SLT Link to monitor the SEND budget
- Ensure that records for SEND students are maintained correctly.

- Distribute Education, Health and Care Plans (EHCPs) and Student Support Plans (SSPs), with the help of the SEND Administrator who supports this process

TEACHING STAFF

Teachers are responsible for developing, implementing and reviewing support of SEND students.

SUBJECT TEACHERS WILL:

- Plan for and provide the necessary continuity, progression and Adaptive Teaching Strategies to allow all students access to the full curriculum.
- Follow the school's procedures for assessing, tracking and mentoring SEND students.
- Inform the SENDCOs, their Head of Faculty, or Head of Year of concerns about student's progress in cases where high quality teaching, differentiated by need has not made the expected impact on learning. There has to be a recognition that additional support cannot compensate for a lack of excellent teaching.

FORM TUTORS WILL:

- Be alert to the early identification of students' needs, especially emotional and social.
- Assist with the student support programme.
- Monitor progress and report to SENDCOs
- Support SEND students and ensure as full an integration as possible within the tutor group

SPECIAL EDUCATIONAL NEEDS & DISABILITIES LEARNING SUPPORT ASSISTANTS

Learning Support Assistants are employed to assist a specific student with SEND. They will work in co-operation with the SENDCOs, form tutors and subject teachers.

Learning Support Assistants will:

- Support SEND students
- Make themselves aware of the school's procedures for identifying, assessing and providing for SEND students.
- Liaise with the SENDCOs, external agencies, Parents and Carers, form tutor, Faculty Leaders and subject teachers (as appropriate) when concerns arise.
- Contribute to student support plans.
- Co-ordinate the collection and dispatch of work for students with a long term illness.

Responsibilities for students

- Ensure that they review their support plan at least once a year with a member of the SEND team and share the outcome with their Parents and Carers.
- Verify with the SENDCOs that their exam access arrangements are correct and up to date. For years 11 and 13, this needs to be done well before the end of Term 2.
- If a student has been awarded extra time, they need to carefully consider how they are to use it and make sure they receive the arrangement for 'in-class' assessments.
- Sixth form students in Year 12 need to ensure that they complete a 'Roll over' form and return it to the SENDCOs to ensure that their exam access arrangements continue. Failure to do so will result in loss of substantial arrangements such as extra time.
- Attend an appointment punctually, if one has been made, with a member of the SEND team or an external professional.
- Report any issues with their provision or exam access arrangements immediately to a member of the SEND team.

Equipment

- SEND department laptops need to be returned by the end of each day and signed back in. Furthermore, laptops need to be stored securely and kept in good condition.
- Reading pens and other equipment, which have been loaned to students, need to be returned by the end of the same day in good condition with any accessories which were included.

Parents and Carers

- Parents and Carers are to be informed by email when a review is taking place. They need to acknowledge this email by return.
- Parents and Carers need to discuss the support plan with the student and provide feedback if needed and, if necessary, communicate to the SEND team any updates or changes. If changes are required, the student is to make an appointment with a member of the SEND team.
- Any paperwork that needs a response, such as a permission slip for example, needs to be returned to the SEND team promptly.

12. STORING AND MANAGING INFORMATION

Documents and data will be kept in accordance with the school's data protection policy and relevant GDPR Protocols.

Records of students with SEND will be kept by the school until their 25th birthday.

13. COMPLAINTS

The school's normal complaint procedure will be used, as outlined in the document 'Information for Parents and Carers and Pupils'. Copies of the 'Complaints Procedure' can be obtained from the school website or Clerk to Governors at the school.

Concerns expressed by Parents and Carers are dealt with at an early stage by a member of staff. Any concerns or complaints about SEND provision should be registered with the Headteacher.

The Assistant Headteacher i/c SEND and Headteacher will endeavour to work with the SENDCOs to deal with the issues raised in the most appropriate manner.

14. BULLYING

The school has a policy on bullying. In line with this policy and in relation to students with SEND, it will endeavour to ensure vulnerable groups will be protected and monitored.

15. PARTNERSHIP WITH PARENTS AND CARERS

The value of the parent partnership cannot be overestimated, and every opportunity is taken to build good home-school links for all students. Before admission, the school encourages Parents and Carers to raise issues of concern with the school and be fully involved in their daughter's education. The establishment of a two-way dialogue continues to be emphasised after admission and throughout the student's time in school. When the school first becomes concerned about a student's learning development, Parents and Carers will be notified and involved as early as possible. Student concerns can be expressed from school to Parents and Carers and from Parents and Carers to school through a variety of methods which include:

- Student Planner
- General letters
- Personal letters
- Telephone calls (which are noted in writing)
- E-mail
- Parent and tutor meetings
- Parent consultation evenings
- Other meetings between Parents and Carers and staff arranged in school

If necessary, the SENDCOs will contact Parents and Carers if changes to the level of support are considered necessary.

16. SUPPORTING DOCUMENTATION

School Policies:

- Admissions Policy
- Teaching and Learning Policy
- Data Protection Policy
- Student behaviour and anti-bullying Policy
- Accessibility Policy
- DFE SEND Code of Practice 2015
- DFE The Children and Families Act 2014
- Equality Act 2010
- Examinations Access Arrangements Policy

17. CONFIGURATION HISTORY

Version:	Date:	Author/Role	Summary of Change/Reason for Update
7.0	November 2022	Deputy Headteacher, Mr S Tarver – SENDCO	Policy Update
8.0	September 2024	Ast Headteacher i/c SEND, Mr Tarver, Mr Hobbs, Miss Liddiard (SEND COs)	Policy Update & Embedding Appendix into the body of the main Policy
9.0	September 2026	SEND COs	Policy Review