



The Tiffin Girls' School

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

REVISED MARCH 2023

SEND Information Report: Special Educational Needs and Disability Policy

1. This policy is written in line with the requirements of:
 - Special Educational Needs in England 2018
 - Part 3 of the Children and Families Act 2014
 - Special Educational Needs and Disability Code of Practice 2014 and various updates from that original publication
 - The Special Educational Needs and Disability Regulations 2014
 - The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
 - The Order setting out transitional arrangements, Section 137
 - The Equality Act 2010
 - Education for children with health needs who cannot attend school 2013
2. This policy should also be read in conjunction with the following policies:
 - Accessibility Plan
 - Admissions Policy
 - Anti-bullying Policy
 - Behaviour for Learning
 - Complaints Policy
 - Discrimination Incident Policy
 - Equality, Diversity and Inclusion Statement and Policy
 - Examinations Policy
 - Mental Health Policy
 - Relationship and Sex Education
 - Safeguarding
 - Supporting Students with Medical Conditions
 - Teaching and Learning

Definition of Special Educational Needs and Disability (SEND)

3. The SEND Code of Practice states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
4. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
5. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

6. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND in context at The Tiffin Girls' School

7. As an academically selective school, students are admitted on ability. SEND students are taught alongside all other students and adaptive teaching and the implementation of Individual Education Plans (IEPs) are the primary route for personalising the education for students with SEND. The school does not operate specialist withdrawal groups or specialist staffed resourced units. If a student with SEND does require more individualised support, this is managed by the Special Educational Needs Coordinator (SENCO) in conjunction with relevant staff.
8. As a school, we agree that *'All children and young people are entitled to an education that enables them to make progress so that they:*
- *achieve their best*
 - *become confident individuals living fulfilling lives, and*
 - *make a successful transition into adulthood, whether into employment, further or higher education or training'* (SEND Code of Practice)
9. At The Tiffin Girls' School we can make provision for many frequently occurring special educational needs without an Education, Health and Care Plan (EHCP); for instance, dyslexia, dyspraxia, speech and language needs, autistic spectrum condition, visual and auditory impairments, processing difficulties, behaviour difficulties and health conditions that require learning support. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, and in such cases would access training and advice to enable the school to support the learning needs of the student.

Admission arrangements for students with SEND

10. Decisions on the admission of students with an EHCP are made by the relevant Local Authority and in line with our admissions policy. The admission arrangements for students without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions arrangements.

Graduated Approach to Intervention

11. At The Tiffin Girls' School, Heads of Department (HOD), subject teachers and Heads of Year (HOY) monitor the progress of all students regularly to review their progress. If a student is identified as requiring additional support academically, an integrated process of intervention takes place.
12. The principle of early identification and intervention underpins our approach to identifying those students who need extra help and is part of our graduated approach to support and intervention within the school. In the first instance, this is put in place even if special educational needs have not been identified. The purpose of this extra support is to enable all students to meet or exceed their potential and feel confident about their learning.
13. Examples of graduated approach support that might be put in place are:

| Subject Teacher Interventions | HOD Interventions | HOY Pastoral Interventions |
|---|-------------------------------|-------------------------------------|
| Adaptive learning Activities | Subject associate mentoring | Organisation sessions/support |
| Focused Google Classroom Homework Tasks | HOD catch-up/support session | Learning to learn |
| Small group support sessions | Revision Session | Pastoral academic mentoring |
| Pre-reading activities | Focused skill support session | Homework support/intervention group |

| | | |
|--|--|---------------------------------------|
| Extended reading activities | Targeted Google Classroom activities | Personal Intervention programme (PIP) |
| Retesting of unit work | 1:1 Tutorial | Study skills session |
| 1:1 class teacher support | HAPS (High attaining Pupils) – enrichment activities/opportunities | Careers 1:1 support |
| HAPS – stretch and challenge opportunities | Supported learning contract | Pastoral support – external services |

Early Identification of students with SEND

14. Despite high quality targeted teaching, some students may continue to make insufficient progress. For these students, and in consultation with parents/carers, strengths and development needs are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs may give insight into the lack of progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.
15. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents/carers, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the student requires additional and extra provision the school identifies that the student has a special educational need.
16. In a situation where students present with additional learning needs, the following process is undertaken in order to accurately identify how best they can be supported:
 - Possible additional specific learning needs identified are communicated to the HOY who liaises with the SENCO
 - Initial data relating to specific learning needs is collated from teachers
 - A meeting takes place with the student/parents/carers and the SENCO to determine the nature of specific learning needs
 - SEND Education Specialist services are engaged to formally identify the nature of a special educational need if required
 - Students are added to the SEN register or our monitoring document
 - An IEP is put in place to address areas of need and provide support in the classroom

Monitoring and tracking of progress of students with SEND

17. We operate an Assess, Do, Review model when it comes to supporting students with special educational needs and this is marked by key points on the school calendar when tracking, monitoring and review meetings are held for each student with SEND (Appendix 1).
18. Regular monitoring and review focus on the extent to which planned outcomes have been achieved. The views of the student, parents/carers and class/subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.
19. If the student makes good progress using the additional and different intervention as mentioned in the IEP (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need and they will stay on the SEND register. If, however, the student is able to maintain good progress without the additional and different resources/strategies then she may be taken off the SEND register and progress will be monitored by the HOY. If further need presents itself, that student can be reinstated on the SEND register.

- 20.** The SEND Code of Practice describes adequate progress as:
- *Is similar to that of children of the same age who had the same starting point*
 - *Matches or improves on the student's previous rate of progress*
 - *Which allows the attainment gap to close between the student and children of the same age*
- 21.** For students with or without an EHCP, 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 to be made.
- 22.** Students who have special educational needs or a disability may need to have amended programmes of study for other statutory areas of education like RSE and PSHE. As a school we are committed to identifying individuals where there is such a need and will ensure that the learning outcomes of PSHE content and Immersion Days allows this group of students to develop a rounded and comprehensive understanding of Health and Wellbeing, Relationships and Living in the Wider World.

Staff Training and Information to facilitate support

- 23.** We are committed to ensuring that all teachers and support staff who work with students with SEND are aware of the support to be provided and the teaching approaches to be used. This is achieved through the following processes:
- At the beginning of each academic year all staff are given an update on SEN provision for the year
 - New staff are provided with a training session outlining SEND in our school context and highlighting our school approach to support and intervention
 - All staff have access to the SEND Register
 - IEPs for students with SEND are provided for all relevant teaching staff with specific information about strategies that should be employed in lessons, information about the SEND need and updates on review meetings
 - Where needed, regular meetings to discuss best practice for supporting specific students are arranged and specialist advisors are invited in to school to run training and information sessions for staff to equip them with the skills and knowledge to support students with SEND effectively
 - A schedule of voluntary training sessions on common special educational needs is offered throughout the year for staff to attend
 - The SENCO offers 1:1 staff training and advice on best practice for working with students with SEND on a need to basis
 - Guidance documents to support staff in differentiating and planning for remote lessons will be provided to staff when needed.

Students with SEND who also have medical conditions

- 24.** The School has a duty to make arrangements to support all students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. The School will have regard to the statutory guidance on supporting students at school with medical conditions.

An inclusive approach to education for students with SEND

- 25.** The School follows the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

26. All clubs, trips and activities offered to students at The Tiffin Girls' School are available to students with special educational needs. For some students 'reasonable adjustments' may need to be made and the school aims for this to be done in partnership with families and carers.
27. Where a student has an EHCP, the SENCO will work closely with parents/carers to determine the best way to support the learning and development of the student including where relevant a number of external support providers.

Supporting emotional and social development of students with SEND

28. At The Tiffin Girls' School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills.
29. For some students there may be additional needs in this area. In such cases we may also be in a position to provide the following:
- 1:1 or small group sessions on social skills
 - Access to a school counsellor
 - Access to the school health practitioner
 - Access to an educational wellbeing practitioner or mental health clinician
 - Access to an educational psychologist
 - Mentor time with an appropriately trained member of staff
 - External referral to Child and Adolescent Mental Health Services
 - Time-out space and procedures for student to use if needed
 - Wellbeing check-ins when a SEND student is not able to attend the school site for an extended period of time

The school's arrangements for key transition phases of students with SEND

30. At The Tiffin Girls' School we aim to work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also actively plan for other key transition points like movement between key stages and further education to ensure that students with SEND are fully supported.
31. As part of our obligation to ensure the best provision we also contribute information to a students' onward destination by providing information to the next setting.

Equipment and facilities to support students with SEND

32. Specialist equipment will be considered on an individual basis.

Access Arrangements and Public Examinations

33. As part of ensuring that young people with SEND are able to achieve their potential, it may be appropriate that they have additional provision in public and internal examinations. If this is the case, then the SENCO will gather evidence from a range of sources to support such provision so that this decision is in line with Joint Council for Qualifications (JCQ) guidelines. These decisions meet JCQ deadlines and are reflected in the SEND calendar (attached).
34. All examiners and invigilators are informed of students who have access arrangements and employ this provision in line with JCQ guidelines in public examinations. Additional information is also provided to invigilators to support students with SEND should they need to evacuate the examination venue during an examination. These guidelines work in line with whole school evacuation procedures.

Remote Learning

35. The school has a virtual learning environment where classwork can be set for homework or more rarely, when the school must be closed but the learning continues remotely. In such situations, staff are expected to amend resources for SEND students so that their learning difficulties are taken into consideration. Due consideration is also given to the home resources that are needed for SEND students to make good progress and on a case by case basis resources and the provision are amended to support this.
36. The school is not able to offer remote learning as an alternative to our onsite provision. However, where there are transition issues or there is a need for a phased return to lessons then this may be temporarily employed as part of a phased return to a full education experience on site.
37. If learning for a SEND student has been undertaken remotely, either in part or full, then we will review school provision on a regular basis to ensure that students are able to fully access the learning that has been set.

SENCO

38. The SENCO at The Tiffin Girls' School is a qualified teacher and either holds an appropriate qualification for the co-ordination of special educational needs and disabilities or is working towards this. The post holder's name is published in the school planner and on the website and can be contacted via contact@tiffingirls.org

Consulting and involving parents/carers of children with SEND in their education

39. All parents/carers of students at The Tiffin Girls' School are invited to discuss the progress of their children on a number of occasions throughout the year and receive written reports on progress in line with the whole school assessment and reporting schedule. Additional meetings can also be arranged.
40. If following this normal provision, improvements in progress are not seen, the school would contact parents/carers to discuss the best response and strategies for provision. From this point onwards the student may be identified as having special educational needs because special educational provision is being made. Parents/carers will be invited to all planning and reviews of this provision for students in Years 7-11 and encouraged to contribute to assessment, planning and review. There may be a case whereby the provision and review of support for sixth form students can be done without direct parent involvement. When this is the case, this is enacted with the view of developing a young person's independence and ability to self-manage as they transition to a tertiary setting.
41. In addition to this, parents/carers of students with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents/carers.

Consulting and involving young people with SEND in their education

42. When a student has been identified as having special educational needs the student will be consulted and involved in the arrangements made for them as part of person-centred planning.

Complaints procedures related to SEND provision.

43. The same arrangements for the treatment of complaints at The Tiffin Girls' School are used for complaints about provision made for special educational needs and disabilities. The Complaints Policy can be accessed on the school website.

Governing Board support

- 44.** The Governing Board has a designated link governor for SEND who meets with the SENCO on a regular basis to review school provision and SEND need.

Local Authority offer

- 45.** The local authority's local offer is published on the following website:

https://www.afcinfo.org.uk/local_offer

This website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

- 46.** Parents/carers without internet access may make an appointment with the SENCO for support to gain the information they require.
- 47.** The school will publish information on the website about the implementation of the policy for students with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014 and various updates as published.

Appendix 1 - SEND CALENDAR

Please note: All students will have at least one annual IEP review meeting. If needed then this will be reviewed throughout the year and further IEPs put in place. Data will inform if this is needed. Students with an EHCP will have an additional annual meeting to review their EHCP.

| Autumn Term | September IEP 3 / IEP 1 | October IEP 1 | November IEP 1 | December IEP 1 |
|-------------|--|--|--|---|
| | <ul style="list-style-type: none"> ● Analysis of exam performance of SEND students ● All staff made aware of SEND students at September CPD day. Reminder of how to access through SIMS. ● Dissemination of previous year's IEP 3 for staff information ● Request SEND paperwork for any new students ● IEP review 1 meetings set up for first month of school. Data from previous year used to inform new targets. ● SIMS SEN classifications updated for School Census deadline in October | <ul style="list-style-type: none"> ● IEP 1 issued to staff and parents / carers. ● IEP targets into student planners. ● SIMS updated. ● Potential observation by SENCO of SEND students. | <ul style="list-style-type: none"> ● Potential exam provision meetings and paperwork compiled. ● Analysis of Autumn AP and TLA data ● 1:1 SEND student meetings to discuss concerning progress, attainment and mock preparation | <ul style="list-style-type: none"> ● Analysis of Autumn AP and TLA data ● 1:1 SEND student meetings to discuss concerning progress and attainment |

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|--------------------|--|---|---|--|
| Spring Term | January IEP 2 | February IEP 2 | March IEP 2 | |
| | <ul style="list-style-type: none"> • IEP review 2 meetings set up for around half-term as needed. • Information collected from staff (SEND round robins). • SIMS SEND classifications updated for School Census deadline in January | <ul style="list-style-type: none"> • IEP 2 issued to staff and parents / carers. • IEP targets into student planners. • SIMS updated. • Analysis of Spring AP and TLA data | <ul style="list-style-type: none"> • Analysis of Spring AP and TLA data • 1:1 SEND student meetings to discuss concerning progress, attainment and internal and public examination preparation • All access arrangements complete and submitted to JCQ | |
| Summer Term | April IEP 3 | May IEP 3 | June IEP 3 | July IEP 3 |
| | <ul style="list-style-type: none"> • IEP 3 review meetings set up for Yrs 11/13 and revision discussion as needed. • Yr 13 1:1 Transition discussions • Information collected from staff (SEND round robins). • 1:1 SEND student meetings to discuss concerning progress, attainment and internal and public examination preparation | <ul style="list-style-type: none"> • IEP review 3 meetings for Yrs 7/8/9/10/12 set up for end of June as needed. • Information collected from staff (SEND round robins). • SIMS SEND classifications updated for School Census deadline in May • All paperwork and assessor checks in place for JCQ visit | <ul style="list-style-type: none"> • IEP 3 review meetings • IEP 3 issued to staff and parents / carers. • IEP targets into student planners. • SIMS updated. • EHCP review meetings | <ul style="list-style-type: none"> • SEND Register updated ready for September. • SIMS updated with latest SEND information. • Year 7 Induction day. Information on new intake collated and preparations made. • Transfer of SEND paperwork for students who are changing schools. • EHCP review meetings |