



SEND Information Report 2025-26

Our Vision and Values

The Tiffin Girls' School (TTGS) is an academically selective girls' state school, judged 'Outstanding' by Ofsted (Oct 2021), and the school aims to support each student to thrive personally, socially and academically. We give our students opportunities to develop enquiring minds, a lifelong love of learning and to become well rounded members of the community. At TTGS, we strongly believe in celebrating every success and preparing our students for the future. We trust this information report, together with our SEND policy, provides you with a flavour of our inclusive approach at TTGS.

SEND Policy and Information

The school has a SEND policy which can be found on the school website. The school SENCO is Mrs A Yadav, who can be contacted via email contact@tiffingirls.org or by phone 020 8546 0773. The Deputy Headteacher (Pastoral & DSL), Mr K Batchelor, oversees the SEND provision.

The SEND Profile of the school is regularly updated and can be found on the [school website](#).

Admission to TTGS

Decisions on the admission of students with an Education Health Care Plan (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.

Transition

Transition is important to us and we invest time in welcoming our students in a way that encourages them to feel a part of our setting. Each year we have a transition programme for which the SENCO works closely with the Head of Year 7.

As part of this process we include:

- information sharing about students, gathered from primary schools or previous settings, with staff, as appropriate, to ensure we are fully prepared to meet the student's needs when they start at TTGS. The SENCO may also visit the student's primary school to gain a better understanding of the child's special educational need, if required.
- transition meeting for new students and/or parents and carers

We also actively plan for other key transition points like movement between key stages, post 16 and higher education to ensure that students with SEND are fully supported. 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.

SEND at TTGS

TTGS is an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014) and promotes involvement of all learners in all aspects of the school life. The principle of early identification and intervention underpins our approach to identifying those students who need extra help.

There are four broad categories of need described in the [SEND Code of Practice](#) (2015) and we are able to make provision for each of these depended upon the level of need:

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

Inclusion of SEND students within school life

We make reasonable adjustments to our practices so that learners can join in with all activities (curricular and extra-curricular) regardless of their needs.

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. As needed, additional staff accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip.

Different steps are taken to ensure SEND students get equal opportunities and can fully engage with all aspects of the school life e.g.:

- Regular tutor time lessons and enrichment days celebrating and recognising differences;
- Promotion of SEND awareness – Disability Awareness Week;
- Assemblies to enhance understanding of difference;
- Celebration and recognition of all achievements in form time, class and assemblies;
- Celebrating 'Neurodiversity Celebration week' Extra-curricular activities

Supporting Staff

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 SEND provision for the year
- New staff are provided with a training session outlining SEND in our school context and highlighting our approach to identification, support and intervention
- All staff have access to the SEND register, Learning Support register, Access Arrangements register and Reasonable adjustments register
- Individual Education Plans (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

- 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 are provided to support staff with identifying and supporting students with SEND
- Staff have access to a referral form that they can use to raise concerns to the SENCO
- Online resources are provided by each department to support the learning needs of individual students
- A schedule of voluntary training sessions on common special educational needs is offered throughout the year for staff to attend. All or most of our staff have had training in:
 - Dyslexia
 - Autism
 - ADHD
 - Hearing impairment awareness
 - Sensory processing challenges
 - SEMH
 - Mental Health First Aid
- Some staff members are trained as ADHD Ambassadors and actively support our students by running small group interventions. They also share their knowledge and strategies with other staff to promote understanding and effective support throughout the school.

Specialist external support

Where it is deemed necessary that external support is necessary, we discuss any referrals with parents in the first instance and gain consent before proceeding with a referral. We have a good working relationship with many specialists from external agencies and encourage their involvement as required. Currently we have regular contact with staff from:

- Education Psychology Service
- Educational Service for Sensory Impairments
- Mental Health Support Team

We access the above support from AfC Kingston. Other support like Speech and Language Therapy and Occupational Therapy is usually based on where a student lives or is registered with the GP. Having a wide catchment area, some of these services are not as accessible to us and parents may need to consult their GP. The SENCo will guide parents as required.

Adaptation of the curriculum and learning environment

At TTGS, we provide a broad and balanced curriculum to meet the needs of all learners. Staff differentiate and scaffold work and resources so as to support access to the curriculum.

Lesson observations by senior staff ensure the school continues to develop its inclusive ethos and training needs are identified from these observations. Our Teaching and Learning Quality Assurance framework has clear guidance on what to review as part of our SEND provision.

We have an Accessibility plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.

The SENCO also maintains a 'Reasonable adjustments register' that can be accessed by staff.

Graduated Approach to Intervention

In the first instance, all students in a class are supported with the learning outcomes for the lesson through quality first teaching. This means that all classroom teachers employ high quality teaching and learning strategies that encompass differentiation based on known information to ensure that all students achieve their full potential.

Subject teachers, Heads of Department (HOD) and Heads of Year (HOY) monitor the progress of all students at each Assessment Point to review their progress. If a student is identified as requiring additional support academically, an integrated process of intervention takes place. 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.

Early identification of students with SEND

Despite high quality targeted teaching, some students may continue to make insufficient progress. Parents who have concerns about their child's learning are encouraged to speak to their form tutor/subject teacher.

In a situation where a student presents 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 by staff/ parents 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
- Student is added to the SEND register or our learning support register
- An Individual Education Plan (IEP)/ learning support plan is put in place to address areas of need and provide support in the classroom

Monitoring and tracking of progress of students with SEND

The school operates a regular four-part cycle in order to identify and monitor the progress of students who may have special educational needs and/or disabilities.

This is through the process of:

- Assess (the student's needs);
- Plan (support);
- Do (interventions/ actions); and
- Review (outcomes)

As part of the graduated approach, outcomes and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The views of the student, parents/carers and class/subject teachers are taken into consideration.

If the student makes expected progress with the additional support as mentioned in the IEP/ learning support plan (but would not be able to maintain this progress without it) we will continue to identify the student as having an additional learning need and they will stay on the SEND/ learning support register. If, however, the student is able to maintain expected progress without the additional support then they may be taken off the register and progress will be monitored by the HOY. If further need presents itself, that student can be reinstated on the register.

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.

Support for students with SEND who also have medical conditions

Individual healthcare plans specifying the type and level of support required to meet the medical needs are put together and reviewed regularly. 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.

Support for emotional and social development of students with SEND

At TTGS we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills and recognise that for some students there may be additional needs in this area. In such cases we may 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
- Access to an ELSA (Emotional Literacy Support Assistant)
- 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

Evaluating the effectiveness of the SEND provision

We ensure that resources and interventions to support the students' learning are available and are detailed on the students' IEP/ learning support plan.

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENCo carries out lesson observations which include reviewing how provision is delivered.

Student and staff surveys are conducted to evaluate the effectiveness of the provision and inform our staff CPD offer.

Parental involvement

We believe in partnering with parents and carers to support a student's learning. Parents/carers are invited to all planning and reviews of the SEND 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.

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.

In addition to this, we host a number of events to help families understand how they can best support their child's needs such as:

- Year group coffee morning for parents
- Inclusion coffee morning for parents
- Pastoral talks for parents
- Tiffin talks for parents

Parent feedback is captured and used to evaluate the whole school SEND provision.

Student involvement

When a student has been identified as having special educational needs, the student will be consulted and involved in all the four parts of the 'Assess, Plan, Do, Review' cycle as part of person-centred planning.

Two sixth-formers are also appointed as 'Neurodiversity leads' and as part of their role they gather student feedback and share it with the SENCO who uses it to evaluate and amend the SEND provision as needed.

Local Authority Offer

The local Authority Offer for Kingston and Richmond – a website containing information about services and support for children and young people with special educational needs or disabilities, and their families, in Kingston and Richmond can be accessed using the link below:

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

If you don't live in Kingston or Richmond, your home local authority will have a Local Offer on their council website.

Parent Carer Forums

Parent Carer Forums are made up of local parents and carers who work to ensure children with special educational needs and disabilities and their needs are heard and understood by local services and decision makers.

Contact details of the Kingston and Richmond Parent Carer Forums are as follows:

Email: kingstonpcf@gmail.com

Website: <https://kingstonpcf.co.uk/>

Email: Information@richmondpcf.org.uk

Website: www.richmondpcf.org.uk

SEND Information, Advice and Support (SENDIASS)

SENDIASS in Kingston and Richmond offers advice and support across a wide range of subjects such as help with personal budgets, accessing the local offer and signposting to support services in your area. They can be contacted via email or phone (details below):

Website: <https://www.rksendiass.co.uk/>

Email: infor@rksendiass.co.uk

Phone: 0808 164 5527

Arrangements for handling complaints

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](#).

Author: Alka Yadav (SENCo)

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