



## The Tiffin Girls' School

### SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

#### REVISED MARCH 2026

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
  - AfC SEND Threshold Guidance
  
2. This policy should also be read in conjunction with the following policies:
  - Accessibility Plan
  - Admissions Policy
  - Anti-bullying Policy
  - Behaviour for Learning
  - Complaints Procedure
  - 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 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)*
  
8. At the Tiffin Girls' School, we aim to ensure that:
  - Students with SEND are offered full access to a broad and balanced education
  - Students with SEND have full access to all aspects of school life
  - The necessary provision for any student with SEND is delivered
  - We work in partnership with parents and external agencies to meet the needs of the student
  - There is smooth transition at each stage for the student
  - Teachers are aware of the importance of early identification of students with SEND and know how to best support them
  - We communicate with students with SEND and their parents and carers and involve them in discussions and decisions about support and provision for the student
  - We create an inclusive environment that offers all students the chance to thrive and meet their full potential
  
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 needs 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.
  
10. Students with SEND are taught alongside all other students and adaptive teaching and the implementation of an Individual Education Plan (IEP) 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.

## **Admission arrangements for students with SEND**

11. As an academically selective school, students are admitted on ability. 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.

## **Early Identification of students with SEND**

12. At The Tiffin Girls' School, subject teachers, Heads of Department (HOD), Heads of Year (HOY) and the SENCO monitor the progress of all students regularly to review their progress. If a student is identified as requiring additional support academically or pastorally, an integrated process of intervention takes place.
  
13. 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.

14. Examples of support that might be put in place are:

Subject Teacher Interventions	HOD Interventions	HOY Pastoral Interventions	Inclusion Team
Adaptive learning activities	Subject associate mentoring	Organisation sessions/support Learning to learn /Study skills session	Initial discussion meeting with the SENCO to identify learning challenges, followed by regular check-ins as required
Focused Google Classroom homework tasks	HOD catch-up/support session	Pastoral academic mentoring	Reasonable adjustments made as required
Small group support sessions	1:1/ group intervention/ revision Session	Homework support/intervention group	ELSA support for Emotional Literacy
Pre-reading activities and access to lesson materials / Extended reading activities	Focused skill support session/ enrichment opportunities	Careers 1:1 support	LSA support for social skills, study skills and emotional regulation
1:1 subject teacher support	Targeted Google Classroom activities	Pastoral support – external services	Support sessions for executive functioning skills like organisation and time management

15. 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.

16. 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.

17. 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 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 learning support register

#### **The Graduated Approach to SEN Support**

18. Once a student has been identified as having SEND, we follow the [AfC SEND Threshold Guidance](#) and deliver support following the Assess, Plan, Do, Review (APDR) model known as the graduated approach and include the following:

- a. Assess: The SENCO will carry out a clear analysis of the student's needs. The views of the student, their parents/ carers and teachers will be considered. The school may also seek advice from external support services.
  - b. Plan: In consultation with the students, parents/carers and the teachers, the SENCO will put in place an Individualised Education plan (IEP) which will include the adjustments, interventions and support that the student needs. This will be shared with the student's teachers.
  - c. Do: The teachers support the student following the IEP and assess the impact of support and interventions which will then be shared with the SENCO.
  - d. Review: The effectiveness and impact of the support is reviewed and evaluated based on the views of the student, parents/ carers and teachers.
19. The SENCO will revise the outcomes and support in light of the student's progress and development and in consultation with the student and their parents/ carers.
20. If the student makes expected progress with the additional support as mentioned in the IEP (but would not be able to maintain this 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 expected progress without the additional support then they 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.
21. Students who need more support than is available through the school's SEN provision may need an Education, Health and Care plan (EHCP). The provision for these students will be funded from the school's notional SEND budget, and potentially from the Local Authority. The SENCO will guide the parents/ carers about the process and complete the required paperwork to request an assessment for an EHCP by the Local Authority.
22. The SEND Code of Practice describes expected progress as:
- Similar to that of children of the same age who had the same starting point
  - Matching or improving on the student's previous rate of progress
  - Closing the attainment gap between the student and children of the same age
23. 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.
24. 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**

25. We are committed to ensuring that all 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 school approach to identification, support and intervention
  - All staff have access to the SEND Register
  - IEPs or Support Plans 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 and updates on review meetings. These are also available on the Management Information System (MIS) so all staff can access these

- 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
- There is compulsory SEND training that all staff have to attend through our quality first teaching programme of development
- In addition, 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 are provided to support staff with identifying and supporting students with SEND

### **Students with SEND who also have medical conditions**

26. The School has a duty to make arrangements to support all students with medical conditions. Individual Healthcare Plans (IHPs) will normally specify the type and level of support required to meet the medical needs of such students. Where students 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**

27. 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.

28. 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.

29. 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**

30. 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.

31. 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
- 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 student with SEND 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**

**32.** 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.

### **Equipment and facilities to support students with SEND**

**33.** Specialist equipment is considered on an individual basis.

### **Access Arrangements and Public Examinations**

**34.** As part of ensuring that students 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 and may engage an external assessor to explore the need of 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 (Appendix 1).

**35.** All staff, examiners and invigilators are informed of students who have access arrangements and employ this provision in line with JCQ guidelines in public and internal 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**

**36.** 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 students with SEND so that their learning difficulties are taken into consideration. Guidance is shared to support staff with planning and differentiating their remote lessons for students with SEND. Due consideration is also given to the home resources that are needed for students with SEND to make good progress and on a case by case basis resources and the provision are amended to support this.

**37.** 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 access to learning resources via google classroom may be temporarily employed as part of a phased return to a full education experience on site.

**38.** If learning for a student with SEND 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**

**39.** The SENCO at The Tiffin Girls' School is a qualified teacher and holds an appropriate qualification for the co-ordination of special educational needs and disabilities. The post holder's name is published on the website <https://www.tiffingirls.org/about-us/inclusion-send/> and can be contacted via [contact@tiffingirls.org](mailto:contact@tiffingirls.org)

**40. The role and responsibilities of the SENCO is to:**

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work closely with external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Make sure the school keeps its records of all students with SEND up to date and accurate
- Deliver regular SEND focus training sessions for staff
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Liaise with primary schools and onward destinations to ensure smooth transition

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

- 41.** 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.
- 42.** 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.
- 43.** 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 students with SEND in their education**

- 44.** 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.**

45. 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**

46. The Governing Board has a designated link governor for SEND who meets with the SENCO on a termly basis to review school's SEND provision and progress made by students with SEND.

### **Local Authority offer**

47. The Local Authority's local offer is published on the following website:  
[https://www.afcinfo.org.uk/local\\_offer](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.

48. Parents/carers without internet access may make an appointment with the SENCO for support to gain the information they require.
49. 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	October	November	December
	<ul style="list-style-type: none"> <li>● Analysis of exam performance of students with SEND</li> <li>● All staff made aware of students with SEND at September Inset day</li> <li>● Dissemination of previous year's IEPs for staff information</li> <li>● Reminder of how to access IEPs through MIS</li> <li>● Request SEND paperwork for any new students</li> <li>● APDR cycles and reviews scheduled for the term</li> <li>● MIS SEN classifications updated for School Census deadline in October</li> <li>● Transfer of SEND paperwork for students who are changing schools</li> <li>● Planning with external agencies</li> </ul>	<ul style="list-style-type: none"> <li>● IEPs shared with student, staff, parents / carers and the student</li> <li>● MIS updated</li> <li>● Potential observation by SENCO of students with SEND</li> <li>● SEND Governor visit</li> <li>● SEND Annual Report for Governors</li> <li>● SEND information on the school website updated</li> </ul>	<ul style="list-style-type: none"> <li>● Potential exam provision meetings and paperwork compiled for mocks</li> <li>● Analysis of Autumn AP and TLA data</li> <li>● Information collected from staff (SEND round robins)</li> <li>● 1:1 student meetings to discuss progress, attainment and mock preparation</li> <li>● Updated IEPs shared with student, staff and parents/ carers</li> <li>● Parent / carer event</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of Autumn AP and TLA data</li> <li>● 1:1 student meetings to discuss concerning progress and attainment</li> <li>● Access arrangements provision for mocks shared with students and parents/carers</li> </ul>

<b>Spring Term</b>	<b>January</b>	<b>February</b>	<b>March</b>	
	<ul style="list-style-type: none"> <li>● Information collected from staff (SEND round robins)</li> <li>● MIS SEND classifications updated for School Census deadline in January</li> <li>● APDR cycles and reviews continued SEND Policy review</li> </ul>	<ul style="list-style-type: none"> <li>● IEPs shared with staff, parents / carers and the student</li> <li>● MIS updated</li> <li>● SEND information on the school website updated</li> <li>● Analysis of Spring AP and TLA data</li> <li>● SEND Governor visit</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of Spring AP and TLA data</li> <li>● 1:1 SEND student meetings to discuss progress, attainment and internal and public examination preparation</li> <li>● All paperwork and assessor checks in place for JCQ visit</li> <li>● All access arrangements completed and submitted to JCQ</li> <li>● Parent/carer event</li> </ul>	
<b>Summer Term</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
	<ul style="list-style-type: none"> <li>● APDR cycles and reviews continued</li> <li>● 1:1 student meetings set up for Yrs 11/13 and revision discussion as needed</li> <li>● Yr 13 1:1 Transition discussions</li> <li>● Information collected from staff (SEND round robins)</li> <li>● 1:1 student meetings to discuss progress, attainment and internal and public examination preparation</li> </ul>	<ul style="list-style-type: none"> <li>● Information collected from staff (SEND round robins)</li> <li>● MIS SEND classifications updated for School Census deadline in May</li> <li>● Information on new intake collated and preparations for transition made</li> <li>● SEND Governor visit</li> </ul>	<ul style="list-style-type: none"> <li>● IEPs shared with the student, staff and parents / carers</li> <li>● MIS updated</li> <li>● EHCP review meetings</li> <li>● Parent/carer event</li> <li>● SEND information on the school website updated</li> </ul>	<ul style="list-style-type: none"> <li>● SEND Register updated ready for September</li> <li>● MIS updated with latest SEND information</li> <li>● Year 7 Induction day</li> <li>● Transfer of SEND paperwork for students who are changing schools</li> <li>● EHCP review meetings</li> </ul>