



Stretford Grammar School

Aspirat primo fortuna labori

SEND Policy 2022

Ratified by Governors : Review February 2022



Date of Policy: September 2022

Member of staff with overall responsibility: Naomi Hyde: SENCO

Date for review: September 2024

1. Aim

1.1 The school's vision is for every student to achieve success in school. This policy refers to children and young people with special educational needs and disabilities (SEND) and its guiding principle is to ensure that young people with SEND at Stretford Grammar School are given equal opportunities to thrive and to make good progress within their learning. The policy aims to support students in preparing for a successful transition to adulthood and for all to feel valued as members of the school community. High aspirations are held for all students and we believe that all can experience success with support and determination.

1.2 This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and the Children and Families Act (2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE 2013
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting children in school with medical conditions (2014)
- The School's Safeguarding Policy (2016)
- The School's Accessibility Plan (2016)

1.3 This policy has been created by the SENCO in consultation with the Learning Support Department, the link Governor for SEND and includes information from the SEND Information Report towards which parents were invited to contribute.

1.4 In Stretford Grammar School every teacher is a teacher of every child or young person including those with SEND or additional needs. All students have access to support to help them to fulfil their ambitions. The school provides a focus on outcomes for children and young people and adjustments made to the curriculum are based on the elements needed to secure these outcomes.

2. Objectives

1. To identify and provide for students with SEND and additional needs.
2. To work under the guidance provided in the SEND Code of Practice (2014)
3. To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
4. To provide support and advice for staff in meeting the needs of those with SEND.
5. To provide information for parents of those with SEND so that they are clear about the provision the school puts in place for students with SEND

3. Identifying Special Educational Needs

3.1 The purpose of identifying special educational needs at Stretford Grammar School is to work out what action the school needs to take to support a child to access the curriculum and to make progress.

3.2 The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group. Special educational provision includes that which is additional to or different from the provision made for students of the same age.

3.3 The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities'. The legal definition of disability is not the same as the definition of special educational needs.

3.4 It is therefore possible to be disabled and not have SEN and vice versa. It is also possible to be both disabled and have SEN. As advised in the SEND Code of Practice 2015, the school accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEN.

3.5 Students with SEN and/or disabilities at Stretford Grammar School could have difficulties with one or more of:

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

4. A Graduated Approach to SEN Support

4.1 Students at Stretford Grammar who meet the criteria for having a special educational need, are placed on the SEND Register by the SENCO and this is reviewed termly. We also

have a 'Radar List' which lists students who have additional needs but do not meet the criteria for SEND. Teachers at Stretford Grammar School are responsible and accountable for the progress and development of all the students in their class, even where students access support from Learning Support Assistants (LSAs).

4.2 High quality teaching differentiated for individual students is the first step in responding to students who have or may have SEND. The quality of teaching is regularly monitored through departmental quality assurance procedures and through learning walks.

4.3 All Year Six pupils transferring to Stretford Grammar School in Year Seven are visited by a member of staff from the school and a transfer record is completed. Where a pupil is highlighted by the primary school as having SEND, the SENCO will visit the child to complete the transfer record and liaise with the primary SENCO. All students visit Stretford Grammar School but students with SEND or additional needs may be invited to visit the school on additional occasions.

4.4 Teachers and Curriculum and Progress Leaders regularly monitor the academic progress of students following a data capture. Teachers will address underachievement with interventions in the classroom and records are kept of these interventions and their impact. The school takes into account information specific to the school about expected levels of progress but national data and expectations will also be drawn upon.

4.5 Where Teachers and Curriculum or Progress Leaders remain concerned about the progress of a student, despite initial interventions, a referral is made to the SENCO using the SEND Referral Form (Appendix 1).

4.6 To establish if a student has SEND, Stretford Grammar School follows the Assess-Plan-Do-Review Cycle. Assessments may involve finding information from across the curriculum or observations of the student in the classroom. Parents are consulted as soon as the process begins and their opinions are sought.

4.7 If the SENCO makes the decision to proceed with the Assess, Plan, Do, Review cycle, a Passport for the child will be devised. This is a student- centred tool which has at its heart the needs of the child or young person, and the barriers to learning they are experiencing. The strategies which are to be adopted to remove or reduce these barriers are also included. The opinions and wishes of the young person and his/her parents are included in devising the passport.

4.8 Where additional information is needed, the student may be screened by the Learning Support Department to identify any potential learning difficulties. Where a difficulty is found, the student will be referred for further assessment by a qualified assessor.

4.9 A case conference might be held on the student involving the student's teachers and other staff, where appropriate. A SEND 'Support Plan' may also be devised and shared with teaching staff. This plan will include targets and interventions and dates for review.

4.10 At the Review Stage, where feedback does not indicate that progress has been made towards the targets, a further Assess-Plan-Do-Review cycle may be put in place outlining

further interventions or the Educational Psychologist or other specialist services may be involved. The SENCO makes a referral to outside agencies in the Local Authority using a Single Agency Referral Form (SARF). Parental consent is gained throughout the process. A full description of the services offered by Trafford can be accessed by consulting the Trafford Local Offer. <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>

5 Managing Students on the SEND register.

5.1 Interventions employed by the school to reduce barriers to learning are varied and are dependent on the needs of the child or young person.

5.2 Interventions may include support from a Learning Support Assistant. Emphasis is placed throughout on desired outcomes and the suitability of interventions rather than the allocation of additional hours of adult support as a solution in itself.

5.3 Interventions may also involve the use of additional equipment including equipment from specialist outside agencies.

5.4 The school's delegated SEND budget is used to finance interventions and adjustments. Where it is felt that the interventions the school can offer by making use of the statutory amount available, the SENCO consults with parents about considering the application for an assessment for an Educational and Health Care Plan.

5.5 Some interventions may require withdrawal from the classroom to work with an LSA in a small group or one-to-one. These interventions are carefully planned by curriculum areas and the Learning Support Department and are reviewed periodically against outcomes expected.

5.6 Adjustments for some students may involve access arrangements for internal and external examinations. It is the responsibility of the SENCO with the Examinations Office to ensure that the documentation required is completed and submitted to the relevant bodies in order to gain these adjustments.

5.7 Objectives are set and reviewed termly for students on the SEND Register and Student Passports may be updated. Parents/carers are invited to feedback on objectives and progress at SEND Parent Forum Meetings which are held termly.

5.8 Annual reviews are held for students who have an EHCP and these are student-centred and involve a range of professionals who work with the student.

6. Support for Social, Emotional and Mental Health (SEMH).

6.1 Students with SEMH are supported in a range of ways. Initially their needs may be met by Form Tutors and Progress Leaders.

6.2 Some students may follow a resiliency course led by the Learning Support Department. Emotional resiliency surveys are used to identify students who would benefit from this intervention.

6.3 Some students may use the School Counselling Service available in school. One trained counsellor provides four days of counselling sessions in school. Referrals can be made by the student, parents/carers or by school staff.

6.4 Where a student is on the SEND Register or the Radar List, he/she will be allocated a Key Worker who will sometimes act as a mentor and provide emotional support to a student.

6.5 Where it is judged that the student's needs require additional professional support and intervention, parents are encouraged to request a referral to Healthy Young Minds or a referral may be made through the School Nurse.

7. Attendance

7.1 Good attendance in school is essential for the learning and progress of all students

7.2 For some students reasonable adjustments are required to support them in achieving good attendance in school.

7.3 Learning passports and support plans inform the reasonable adjustments required to ensure that a positive and appropriate learning environment is established for all students.

7.4 The non-attendance of students with SEND is monitored closely and contact made promptly with parents if a child is absent without the reason having been communicated beforehand.

7.5 Where the attendance of a student with SEND becomes a concern, we work with the student and his/her parents to review the learning passport and inform further interventions. This might involve additional adult support.

7.6 Where the attendance of a child with SEND continues to be a concern, we will involve external services in reviewing and devising further interventions to support the student and his/her family. This might include making use of alternative provision including online learning.

7.7 After a period of absence, we may consider a part-time timetable for a fixed time as part of a phased return to school.

7.8 Removal from the SEND Register.

Where it is considered that the student has made progress and no longer requires adjustments or interventions in addition to those expected as part of Quality First Teaching, a student will be removed from the SEND register and his/her parents/carers will be informed. The student will be placed on the Radar List for at least twelve months.

8. Supporting Students and Families

8.1 The School's SEND Information Report can be found on the School's website. At the SEND Parent Forum, parents are invited to contribute to the review and updating of the Information Report.

8.2 Parents should consult the Trafford Local Offer to access information about the services and procedures for SEND in the local area.

8.3 The School's Medical Policy provides details of how the medical conditions of students are managed in school.

8.4 Information on admission arrangements for all students can be found in the School's Admission's Policy.

8.5 The School works with a number of external agencies to support students and their families including Trafford Educational Psychology Service, Trafford Special Educational Needs Specialists and Healthy Young Minds.

9. Supporting Students with Medical Conditions

9.1 The School recognises that students at school with medical conditions should be properly supported so that they can have full access to education including school trips and physical activities.

9.2 Some students with medical conditions may be disabled and where this is the case the School complies with its duty under the Equality Act 2010.

9.3 Some students have SEND and an ECHP which brings together health and social care needs as well as SEND provision and the SEND Code of Practice (2015) is followed.

9.4 Information on how students with medical conditions can be supported in school can be found by consulting the School's policy for supporting students with medical conditions.

10. Monitoring and Evaluation of SEND

10.1 Monitoring of the provision and practice of the meeting the needs of students with SEND is included in the procedures for monitoring the quality of teaching and learning provision for all students.

10.2 Curriculum quality assurance procedures monitor the quality of teaching and learning for all students including those with SEND

10.3 Parental views are sought termly at SEND Parent Forum meetings.

10.4 SENCO observations of LSAs monitor the quality and impact of additional adult support for the learning of students.

10.5 Student views are sought by LSAs termly on the support they are given.

11. Training and Resources

11.1 The SENCO has been successful in achieving the NASENCO qualification.

11.2 Staff receive annual updates on SEND as part of INSET training.

11.3 Student Passports and SEND Support Plans are shared with teachers and support staff and are available on the School's intranet.

11.4 Audits of staff skills and confidence are undertaken and used to inform training on SEND.

11.5 SEND briefings are held regularly to inform and update teaching staff regarding students with SEND and how to best meet their needs.

11.6 New staff and trainee teachers receive induction on SEND and the systems and structures are explained.

11.7 The SENCO attends the Trafford SENCO Forum Meetings held termly.

11.8 The school is a member of NASEN.

11.9 LSAs attend external courses and the SENCO provides regular ongoing training.

12. Roles and Responsibilities

12.1 The SENCO is Naomi Hyde and is line managed by H Dolphin. The SENCO is responsible for:

- Overseeing the day-to-day operation of Stretford Grammar's SEND policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for students with SEND
- Overseeing the records on all students with SEND
- Liaising with parents of students with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Managing the team of Learning Support Assistants

12.2 The SEND Link Governor is Maureen Brettell who is responsible for:

- Helping to review the school's policy on provision for SEND
- Giving up-to date information to the Governing Body on the quality and effectiveness of SEND provision in the school
- Helping to raise awareness of SEND issues at Governing Body meetings

12.3 The Learning Support Assistants are managed by Naomi Hyde and their role is to:

- Support the school in translating SEND policies into practice
- Support teachers in meeting the needs of students with SEND
- Support the learning of students with SEND on an individual or group basis
- Support the development of students' independence in their learning

- Provide Key Worker support for students with SEND
- Provide feedback to teachers on the progress of students in the classes they support
- Manage students in the Learning Support Centre

12.4 Helen Dolphin is the Safeguarding Lead in school.

12.5 Naomi Hyde, the SENCo is responsible for managing the school's responsibility for meeting the medical needs of students.

13 Storing and Managing Information

13.1 Information on students with SEND is stored securely in confidential files in the Learning Support Office.

13.2 Additional information on students with SEND is also held on SIMS/ Class Charts.

13.3 Some information is stored on CPOMS.

13.4 SEND files are held in archive when students have left the school for 25 years.

14 Reviewing the Policy

The SEND Policy is reviewed every two years

15 Accessibility

15.1 Details on how the school plans to increase the accessibility of the school in terms of the physical environment, access to the curriculum and the delivery of written information can be found in the School Accessibility Plan.

15.2 Parents of a student with SEND can contact the SENCO or Key Worker for their child by email or telephone.

15.3 Parents can also attend the SEND Parent Forum where they can share their views or request information.

16 Dealing with Complaints

16.1 Details on how parents, including those of a student with SEND should make a complaint are included in the School Complaints Policy. Parents should also consult the Trafford Local Offer which includes information on making a complaint in relation to SEND decisions and support.



Appendix 1

Stretford Grammar School SEND Referral Form

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Name of Student	
Form Group	
Subject	
Name of referrer	
Date of Referral	
Main concerns	
Strengths	
Parents' Carers' Involvement	
Strategies/intervention already tried and their impact	

The SEND Code of Practice makes clear the principles that all teachers are responsible and accountable for the progress and the development of the child and young people in their class.

High quality teaching that is **differentiated** and **personalised** will meet the individual needs of the **majority of children and young people**.

The wide range of strategies that can be employed by skilled teachers is usually sufficient to overcome such barriers by setting suitable learning challenges and responding to students' diverse learning needs.

Teachers should seek to identify students making less than expected progress given their age and individual circumstances.

This is progress which:

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

The first response should be high quality teaching. Evidence based assessment should be tried in the classroom. Information needs to be provided on the intervention teachers have put in place and its impact or lack of impact. Intervention strategies should be found on class profiles and can be copied on to the referral form for SEND.

Where progress continues to be less than expected, the class teacher with the support of the SENCO should assess whether the child has SEN.

A special educational need is a barrier to learning which may take a variety of forms.

Persistent disruptive behaviour does not necessarily mean that a child or young person has SEN.

Where children and young people have SEND, a graduated approach will be undertaken which draws on the four part cycle of Assess, Plan, Do, Review

The support provided to an individual should always be based on a full understanding of their strengths and needs and seek to address them all using well-evidenced interventions targeted at their area of difficulty.