



**EXCELLENCE**  
**GIRLS ACADEMY**

LEARNERS TODAY - LEADERS TOMORROW

# **SEND Policy and Information Report**

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Chair of Governors

**Reviewed by:** Laura Webb - Governor

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## Contents

1. Aims and objectives.....	3
2. Vision and values.....	3
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities.....	4
5. Definitions.....	4
6. Roles and responsibilities.....	6
7. SEN information report.....	9
8. Our approach to SEND support.....	9
9. Expertise and training of staff.....	15
10. Links with external professional agencies.....	16
12. Complaints about SEND provision.....	16
13. Monitoring and evaluation arrangements.....	16
14. Links with other policies and documents.....	17

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# 1. Aims and objectives

Excellence Girls Academy aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Curriculum. In particular, we strive to:

- Enable every pupil to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their Special Educational Needs and Disabilities (SEND), receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- Identify, assess, record, and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Collaborate with parents, other professionals, and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- Make sure our school fully implements national legislation and guidance regarding pupils with SEND

If we make every effort to conduct the above successfully, we will ensure that children who are identified as SEND make effective progress throughout their school life. Effective progress can be measured by:

- Showing an improvement in self-help and social or personal skills
- Narrowing the attainment gap between pupil and peers
- Preventing the attainment gap widening
- Being equivalent to that of peers starting from the same baseline although less than the majority of peers
- Ensuring full access to the National Curriculum
- Showing improvements in the pupil's behaviour
- Equaling or improving upon the pupil's previous rate of progress

This SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

# 2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

# 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy has also been written with reference to the following guidance and documents:

- Statutory Guidance on supporting pupils at school with medical conditions (DfE, Dec 2017)
- The National Curriculum in England Key Stage 1 - 4 framework document (DfE, Dec 2014)
- Teachers' Standards (DfE, 2021)

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression, or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing, and making provision to meet those needs.

### 6.1 The SENCO

The SENCO at our school is Saima Shehzad.

Legislation requires that:

- The SENCO must be a teacher working at the school.
- Any newly appointed SENCO must be a teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must
- undergo sufficient training.
- The school should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in the SEND Code of Practice (DfE, 2020).

They will:

- Inform any parents that their child may have SEN and then consult with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils 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 pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Consult with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school, or institution in a timely manner
- 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
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The governing board

The governing board is responsible for making sure the following duties are conducted, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are conducted
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

## 6.3 The SEND link governor

The SEND link governor is Mohammed Ummar Azam

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENCO has enough time to perform their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Learning support staff/SEND specialist Teachers

Learning support staff/SEND specialist Teachers should:

Be fully aware of this policy and the procedures for identifying, assessing, and making provision for pupils with SEND.

Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies and regular meetings with class teachers.

## 6.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil, and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.



## 6.8 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Unfortunately, we currently do not have provision to provide for those with:

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

During the admissions process, we will collaborate closely with all parents/carers to determine the level of support needed for their child and the provisions that we provide. We will endeavour to do our best NOT to refuse any child who has SEND.

However, due to limited specialist staff and resources we may on occasions have to advise parents to seek help elsewhere depending on the needs of their child/children. If the child/children are identified as being SEND during their time at Excellence Girls Academy, the school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

In line with the SEN and Disability Act 2001, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision.

### 8.2 Identifying pupils with SEND and assessing their needs

It is important that pupils' needs must be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice (DfE, 2015):

- Communication and Interaction
- Mental Cognition
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical

Whilst these four areas identify broadly the essential needs of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress such as:

- Disability
- Health and welfare
- English as an additional language (EAL)
- Being a Looked After Child (LAC)
- Attendance and punctuality

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

The SENCO collaborates closely with other staff using whole school tracking data as an early identification indicator.

We use a number of additional indicators of Special Educational Needs:

- The analysis of data, including, where available, entry profiles at KS2 baseline levels, SATs, reading ages, annual and termly pupil assessments and reports.
- The use of our Local Authority (LA) SEND criteria.
- Identifying teacher concerns and following the necessary procedure of identification and assessment.
- Identifying parental concerns, making the relevant conversations, and gathering evidence.
- Tracking individual pupil progress over time.
- Information from previous schools from reports and speaking with other SENCOs.
- Information from other services.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health, and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Once a child has been identified as needing SEND support, the SENCO will provide the class teacher with a Record of Concern Form to be filled in. Once this is completed, the SENCO will observe the child and parents/carers will be informed at a meeting arranged with the class teacher and SENCO. With parents'/carers' consent, school action will be put in place and the SEND support teachers will provide appropriate support as required, e.g., one to one, small group sessions, giving feedback to parents of pupils with SEND.

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils, a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

### **8.3 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

### **8.4 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will conduct a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who collaborate with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. All teachers and support staff who collaborate with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who collaborate with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### **8.5 Levels of support**

#### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

#### **Individual Education Plans (IEPs)**

All pupils on our SEND Register will have an individual Education Plan (IEP) setting out targets and any provision made that is additional to and different from usual classroom provision.

Note: The main difference between the IEP and EHCP (see below) is that the IEP is determined entirely by the school and the EHCP is determined by the law.

In subjects where all children have curriculum targets these are used to inform the IEP. Curriculum targets are recorded in exercise books, homework diaries, target cards etc.

Strategies for pupils' progress will be recorded in IEPs containing information on:

- Short-term and long-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEPs will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The action plan will be created through discussion with both the pupil and the parent or carer. IEPs will be reviewed at regular intervals by the SENCO with the inclusion of the views from parent's, carers, and pupils.

#### **Request for Statutory Assessment**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory

Assessment might also be requested by a parent/carer or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past action plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### **Education, health, and care (EHC) plan**

An Education, Health, and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

For pupils with an EHCP, provision will meet the recommendations on the plan.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to short-term or long-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:
  - The pupil's parent
  - The pupil, if appropriate
  - The relevant teacher
  - A representative of the SEND Inclusion and assessment team
  - The Educational Psychologist

Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At Key Stage transitions, receiving schools should be invited to attend annual review meetings in order to plan appropriately for the new school year. It also gives parents the opportunity to consult with teachers from the receiving school.

The school prepares pupils for transition and all pupils will have an induction session at their new school.

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with support staff.
- Individual class support
- Further differentiation of resources
- Study buddies
- IEP target tutorials
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to support services for advice on strategies, equipment, or staff training

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Our accessibility plan outlines the school's future plans in furthering this provision.

### **Additional support for learning**

We sometimes have teaching assistants who are trained to deliver additional interventions. Teaching assistants can support pupils on a 1:1 basis or in small groups when required.

We are also open to working with external agencies to provide support for pupils with SEND.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

At Excellence Girls Academy, we are committed to ensuring that there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school assemblies/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

At Excellence Girls Academy, we are committed to supporting pupils with disabilities. Our accessibility plan outlines the steps we are making towards arrangements for the admission of disabled pupils, the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and the facilities we plan to provide to help disabled pupils access the school.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of other clubs to promote teamwork/building friendships etc.
- Facilitating extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.

We have a zero-tolerance approach to bullying.

## **8.6 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Conducting the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 10. Links with external professional agencies

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be managed in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### Contact details of support services for parents of pupils with SEND

The Local Authority (Stoke-on-Trent) SEND team are available to provide advice and support to parents. They can be contacted by phone on 01782 234701 / 01782 234847 or via email at [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk).

### The local authority local offer

Our local authority's local offer is published here: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued, and included in the school community
- Comments and feedback from pupils and their parents



### **13.2 Monitoring the policy**

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

### **14. Links with other policies and documents**

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Curriculum Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Complaints policy