



Tolworth Girls' School & Sixth Form

SEND Policy

Governing Body Committee: Student Welfare & Behaviour (S W &B) & FGB
Date approved: S W & B (16 March 23) FGB (16 May 23)
Next review: February 24

This policy is written in line with the requirements of: -

- [Part 3 of the Children and Families Act 2014](#)
- [SEN Code of Practice 2015](#)
- [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 Children and Families Act 2014 \(Transitional and Savings Provisions\) \(No2\) Order 2014](#)
- [The Children and Families Act 2014 \(Transitional and Savings Provisions\) \(No2\) Order 2015](#)
- [The Equality Act 2010](#)
- [Education for Children with Health needs who cannot attend school 2013](#)

This policy should also be read in conjunction with the following policies:

- Complaints Policy and Procedure
- Charging & Remissions Policy
- Single Equality Scheme
- Student Behaviour Policy
- Homework Policy
- Safeguarding
- Mental Health Policy
- Supporting students with medical conditions

This policy was developed with parents/carers, representatives from the governing body and parents/carers of children with special educational needs and will be reviewed annually.

Definition of SEN

The [Special Educational Needs Code of Practice 2014](#) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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.

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

1 The kinds of special educational need for which provision is made at Tolworth Girls' School & Sixth Form:

Tolworth Girls' School & Sixth Form (TGS & Sixth Form) *is a non-selective girls' academy, with a mixed sex intake at Sixth Form.*

The staff and Governing Body of TGS & Sixth Form recognise that every student is entitled to a broad and balanced curriculum through which they can progress according to their ability, talents and interests where all students 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.

At TGS & Sixth Form we can make provision for frequently occurring special educational need without an Education, Health and Care Plan.

The academy also currently meets the needs of students with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:

- Speech, Language and Communication Difficulties including Autism Spectrum Condition
- Cognition and Learning difficulties including those with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SPLD) including Dyslexia and Dyspraxia
- Social, Emotional and mental health difficulties including student who have become withdrawn and isolated, suffer from anxiety and those with attachment disorder
- Sensory and Physical needs

Within each of these four categories are a range of special educational needs which will be addressed by EHCP or SEN plans or Enhanced Quality First Teaching as appropriate for individual students.

Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual academy admissions procedures.

2 Information about the policy for identification and assessment of students with SEN

At TGS & Sixth Form, subject teachers monitor the progress of all students half-termly to review their progress. We also use a range of assessments with all the students as appropriate at various points of their secondary education including:

- Year 7 NFER Cognitive Ability Tests on entry
- Year 7 NGRT Reading Test on entry
- Year 7 Hodder Diagnostic Spelling Test in first half term
- Year 10 NGRT Reading Test
- Year 12 NGRT Reading Test
- Regular testing to monitor and track those involved in small group interventions □
Half termly review of subject progress

The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This extra support will enable the student to catch up. Examples of extra support are:

Small group literacy programmes such as:

- Paired Reading Programme
- Fresh Start Programme
- IDL literacy and numeracy catch up

Small group Speech and Language interventions such as:

- Social Skills Group
- Lego Therapy

Social, Emotional and Behaviour:

- Exam Anxiety group
- Social Thinking groups

Specialist Intervention from various outside agencies including:

- Emotional Health Service
- CAMHS

Despite high quality, targeted teaching some students may continue to make insufficient progress. For these students, and in consultation with parents/carers, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

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 we will have identified that the student has a special educational need.

If the student makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good

progress without the additional and different resources he or she will not be identified with special educational needs.

In a situation where students present with additional learning needs, the following process is undertaken in order to accurately identify how best they can be supported:

- Concerns are communicated to the HOY and other, relevant staff who liaise with the SENCO.
- Initial SEND concerns data 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.
- An IEP is put in place to address areas of need and provide support.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

TGS & Sixth Form works in partnership with a number of outside agencies to support families and students access education. Information may be received from parent/carer, students or other members of the community that suggests that a student or family may benefit from support that can best be provided by an outside agency. Discussions would be had with parent/carer and student to discuss concerns and as appropriate referrals would be made to appropriate agencies

Concerns regarding safeguarding would be dealt with as per TGS & Sixth Form safeguarding policy.

Parent partnership services are provided by the Enable Charity for parents/carers living within the Royal Borough of Kingston area.

3a How we evaluate the effectiveness of the provision made for students with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review following the Assess, Plan, Do, Review model will focus on the extent to which planned outcomes have been achieved. The views of the student, parents/carers and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The [SEN Code of Practice \(2014\)](#) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the student's previous rate of progress
- Which allows the attainment gap to close between the student and children of the same age

For students with or without a statement of special educational needs / Education, Health and Care Plan 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the academy has their progress tracked half termly. In addition to this, students with special educational needs may as appropriate have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c the academy's approach to teaching students with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework the academy employs some additional teaching approaches, as advised by internal and external assessments. Relevant and appropriate interventions and support is then implemented for these students. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the academy. This is known as 'notional SEN funding'. The subject teacher will remain responsible for working with the student on a daily basis.

All members of TGS & Sixth Form community, including students, have a responsibility for the pastoral and social care towards each other. Tutors have the overview for the pastoral care of their tutor group and are the first point of contact for parents/carers and students. The academy has a clear system that allows staff to work together, to share and identify any concerns regarding the wellbeing of individual students, including SEN students, that affects their learning. Individual students, may after discussion, be offered support from within the school or outside agencies to support their wellbeing as appropriate.

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

Medical support within TGS & Sixth Form follows the procedure for all students as outlined in the academy's [Supporting Students with Medical Conditions policy](#). This policy will be available via the academy's website section under academy policies. This will include full details of the agreed practice regarding the administration of medicines to all students, including SEN students. Key principles from the policy:

- Wherever possible students will be encouraged to carry their own medicines and relevant devices so to allow access for appropriate self-medication.

- Parents/carers are responsible for making sure that any medication that the student needs to take within academy is up to date and brought into academy by the student
- This academy will ensure that specific training and updates will be given to all staff members who agree to administer medication to students if necessary
- All academy staff in this academy has been informed through training that they are required, under common law duty of care, to act like any reasonably prudent parent in an emergency situation.
- All staff are aware that there is no legal or contractual duty for any member of staff to administer medication or supervise a student taking medication unless they have been specifically contracted to do so or unless the situation is an emergency and falls under their regular duty of care arrangements.

TGS & Sixth Form work closely with students and parents/carers to support their learning and successful engagement in the academy community. At times students may exhibit challenging behaviours that disrupt their own learning or the learning of others. TGS & Sixth Form has a number of strategies to support students experiencing behaviour difficulties as appropriate to individual student and circumstances

These could include:

- Tutor, Head of Year or Head of School report
- Individual or group mentoring via Student Support Worker or outside agency
- Access to small group workshops, exam anxiety sessions, study skills and interventions

For more information, TGS & Sixth Form Student Behaviour and Exclusion policies can be found on the academy's website.

Satisfactory attendance to school to engage in learning is seen at TGS & Sixth Form to be 95% or above. Quality first teaching and excellent pastoral care are the basis of promoting excellent attendance to school. A range of staff including tutors, subject teachers, Heads of Year and Attendance Officer monitor the students' attendance and will contact parents/carers as appropriate to discuss reasons for absence and strategies to support improved attendance to school. These actions will be appropriate to the individual student and will reflect the TGS & Sixth Form Attendance policy.

Students with SEN needs whose attendance or behaviour is of concern will be monitored in the same manner as the whole academy and whole academy policy applies. Meetings with parents/carers of SEN students will always review attendance and strategies and support that will promote access and engagement to learning. Attendance meetings held with parent/carers of SEN students in response to poor attendance.

Poor attendance or considerable behaviour difficulties of a student with a statement of special educational needs/ EHC plan may trigger an emergency statement/EHC plan review as agreed with SENCO and parent/carer.

3d how the academy adapts the curriculum and learning environment for students with special educational needs

At TGS & Sixth Form we follow 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 statements of special educational needs / Education, Health and Care Plans.

‘All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.11)

Identifying SEN in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements:

- Improved access arrangements for students, improved communication regarding Specific needs of students, access to specialist ICT /IT provision if needed.
- Further training for whole academy staff will be provided to update them of the revised SEN guidance and their responsibilities within this framework.

Further whole staff training regarding specific SEN needs will be reviewed at the start of the year and action as appropriate to this audit.

3e additional support for learning that is available to students with special educational needs

Schools receive funding for SEN students. This funding is used to support and enhance high quality of teaching in the academy. It helps to ensure there are sufficient resources for students requiring special educational provision. The support offered is matched to needs of individual students with SEN and evidenced based. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the academy will request ‘top up’ from the Local Authority where the child or young person lives.

The Headteacher has the final say in the use of the personal budget within the academy.

3f activities that are available for students with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to students at TGS & Sixth Form are available to students with special educational needs. For some students ‘reasonable adjustments’ may need to be made. This is always done in partnership with families and carers.

TGS & Sixth Form provide a range of extracurricular activities that all students, including SEN students, can access. These activities will change on a termly basis but have included previously

- Science Club
- Chess and Board Game Club
- Manga
- The Windmill School Magazine club
- Subject based activities
- Netball
- Football
- Art clinic
- Homework club etc.

As part of the curriculum offer students may undertake trips or residential activities outside of the Academy environment. All trips will need to undertake a risk assessment which would then identify any concerns regarding accessibility for students with SEN needs. As per the individual trip and SEN student an individual risk assessment may be undertaken in consultation with parent/carer and student.

3g support that is available for improving the emotional and social development of students with special educational needs

At TGS & Sixth Form we understand that an important feature of the academy is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance e.g. well-being lessons, tutor time and indirectly with every conversation that adults have with students throughout the day. For some students with the most need for help in this area we also can provide as appropriate from the following list e.g.

- access to Student Support Worker mentoring
- external referral to Emotional Health Services and/or CAMHS,
- time-out space for student to use when upset or agitated etc
- Specific groups e.g. Girls Resilience groups, Social Thinking, etc
- reduced/alternative timetable where necessary

Students with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and students' views. Students are invited to attend meetings with parents/carers to discuss their views on their needs and to explain what they feel works for them to support their learning. Where a student feels they cannot speak in a meeting they are given the opportunity to share their views with a representative at that meeting or can write down what they would like to share.

The academy works hard to prevent bullying and every student is encouraged to talk to a member of staff should they feel they or a friend are a victim of bullying. The academy actively promotes students working together with tolerance, understanding and respect for all other members of the academy community. Students are encouraged through a number of avenues within the academy to develop resilience and understand their responsibility to promote and contribute to a safe and healthy environment for all. Concerns regarding bullying are reported to a member of staff and are treated seriously and responded to as appropriate to each individual concern. There is capacity within the academy to facilitate restorative justice meetings to support relationships to move forward in a healthy and safe manner.

Further information on this can be found in the Anti-Bullying policy.

4 The name and contact details of the SEN Co-ordinator

The SENCO at TGS & Sixth Form is Robyn Munro, who is a qualified teacher whom has completed the national SENCO qualification.

Robyn Munro is available on 020 8397 3854 or Robyn.Munro@tolworthgirlsschool.co.uk

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and support staff have engaged with a range of CPD opportunities relating to SEND. The academy is committed to provide training for staff that will support their working with students with SEN. Each year CPD and professional expertise will be reviewed and appropriate training put in place to ensure the varying needs of our cohort are understood and supported as best we can.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors etc.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis

7 The arrangements for consulting parents/carers of children with special educational needs about, and involving them in, their education

All parents/carers of students at TGS & Sixth Form are invited to discuss the progress of their children at any time and as standard three times a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If following this normal provision, and improvements in progress are not seen, we will contact parents/carers to discuss this and what we will be doing to help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/carers of students with a statement of SEN / Education, Health and Care Plan 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.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified as having special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Person-centred approaches focus the effort and attention on the student's situation so that positive changes can happen. It ensures that the student is the centre of the planning with family members and sometimes friends being partners in planning. The plan then reflects what is important to the student, their capacities and the support they require. This means that actions are about life, reflect what is possible and not just what services are available.

9 The arrangements made by the governing body relating to the treatment of complaints from parents/carers of students with special educational needs concerning the provision made at the academy

The same arrangements for the treatment of complaints at TGS & Sixth Form are used for complaints about provision made for special educational needs and disabilities. We encourage parents/carers to discuss their concerns with their child's form tutor, Head of Year, SENCO or Headteacher as appropriate to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Procedure for Parents/Carers Policy on the school website)

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

The governing body have engaged with the following: -

- A Service Level Agreement with Educational Psychology service for 39 sessions per year.
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston).
- Specialist Services from RBK 'Achieving for Children' to support students engage in learning.
- Additional provision from Emotional Health Service and/or CAMHS services e.g. the mental health team, known as the Well-being Practitioner team in school through NHS mental health initiative.
- Educational Welfare Officer - Service level agreement with Local Authority to support and promote student attendance.
- Access to Local Authority SLA with Speech and Language Therapy Services for student with requirement for direct specialist intervention or advice.
- Provision of additional Speech and Language Services - TGS access privately
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc.
- Access to School Nurse and/or Well Being Practitioners (mental health team in school)

11 The contact details of support services for the parents/carers of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

SENDIASS, a local voluntary sector organisation delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on:

HELPLINE: 020 3793 9596

Website: <https://www.kids.org.uk/richmond-and-kingston-sendiass>

12 The academy's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At TGS & Sixth Form we 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. The SENCOs at both the primary school and TGS & Sixth Form may meet to discuss the needs of the student. Parents/carers and student may be present during this meeting. There is an SEN transition day where SENCOs from primary schools and secondary schools meet to share information on students with special educational needs or those who may require support in the future. Files are also transferred to the secondary school during this time.

We also contribute information to a student's onward destination by providing information to the next setting. When the next educational provider of the student is known, the file of that student will be sent to that establishment.

Record Keeping

Records belonging to students on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These are stored securely, inline with the Confidentiality Policy and Data Protection Policy and with the General Data Protection Regulation (GDPR 2018). Information is shared with teachers, and other professionals involved in the students care and support and with parents/carers in an accessible form. The academy also make use of CPOMS (Child Protection online monitoring Systems) to facilitate good communication between staff and to ensure information related to SEND students are shared and actioned appropriately.

Access Arrangements and Public Examinations

As part of ensuring that young people with SEND are able to achieve their potential, it may be appropriate that they have additional provision in public and internal examinations. If this is the case, then the SENCO will gather evidence from a range of sources to support such provision so that this decision is in line with Joint Council for Qualifications (JCQ) guidelines. These decisions meet JCQ deadlines and are reflected in the SEND calendar (attached).

All examiners and invigilators are informed of students who have access arrangements and employ this provision in line with JCQ guidelines in public examinations. Additional information is also provided to invigilators to support students with SEND should they need to evacuate the examination venue during an examination. These guidelines work in line with whole school evacuation procedures.

Remote Learning

The academy has a virtual learning environment where classwork can be set for homework or more rarely, when the academy must be closed but the learning continues remotely. In such situations, staff are expected to amend resources for SEND students so that their learning difficulties are taken into consideration. Due consideration is also given to the

home resources that are needed for SEND students to make good progress and on a case by case basis resources and the provision are amended to support this.

The academy is not able to offer remote learning as an alternative to our onsite provision. However, where there are transition issues or if there is a need for a phased return to lessons then this may be temporarily employed as part of a phased return to a full education experience on site.

If learning for an SEND student has being undertaken remotely, either in part or full, then we will review school provision on a regular basis to ensure that students are able to access fully the learning that has been set

Information on where the local authority's local offer is published.

The local authority's local offer is published on:

http://www.kingston.gov.uk/info/200328/local_offer

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

Parents/carers without internet access should make an appointment with the SENCO for support to gain the information they require.

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.