



NEWLANDS GIRLS' SCHOOL

SEND (Special Educational Needs & Disability) Information Report (SIR)

LAST UPDATED AND REVIEWED	By SENDCo	September 2024
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POLICY TYPE	Statutory	
NEXT REVIEW	Annually – September 2025	

RESPONSIBLE		
Leadership Team Governing Committee	Deputy Headteacher Linked to SEND Full Governing Body/SEND Governor	

APPROVED	Full Governing Body Meeting – 23 rd September 2024	
UPDATED Shared Drive: Website	October 2024	October 2024

Courage Commitment Compassion

The aim of this information report is to explain how we implement our SEND policy.

Our vision is to build an ambitious and caring community of people who eagerly contribute to every aspect of school life, whilst instilling the ethos that there are no limits to what can be achieved.

Please note that there is also a separate Disability Equality Statement which is available on the school website.

Philosophy

Newlands Girls' School believes that all pupils are entitled to a broad and balanced curriculum and that it is the responsibility of all staff to make that curriculum accessible and relevant, thereby meeting the needs of individual pupils to help them fulfil their potential.

Principles

The school believes that in providing effective opportunities for all pupils:

- they will be set suitable learning challenges
- specific action will be taken to respond to their diverse needs
- potential barriers to learning and assessment will be addressed.

Types of SEND Provided For:

- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction Difficulties
- Sensory and Physical Difficulties.

Legislation and Guidance:

This document is based on the statutory SEND Code of Practice (2014) and the Disability and Equality Act (2010). This document will be reviewed annually by the Full Governing Body and alterations will be made as they occur.

Graduated response to overcoming potential barriers to learning:

Classroom Action:

It is the responsibility of the classroom teacher to meet the needs of all pupils identified as 'Classroom Action'. Subject teachers will adapt resources and materials to provide appropriate access to the curriculum for every pupil.

Newland's Monitoring:

Pupils who have been identified as having an area of concern, but who are not receiving intervention at the moment, are known as 'Newlands' Monitoring' and represented by the letter 'M' on school documentation. Each pupil identified as Newlands' Monitoring is placed on a list at the bottom of the school SEND register and identified on Arbor and the report system. The list provides information on the pupils' individual difficulty at the time. At any point, teachers are able to identify pupils who are experiencing barriers to learning and they can be assessed or monitored by the SENDCo or external agencies. When intervention becomes necessary and is in place, students will be identified as SEND Support.

SEND Support:

Pupils identified as 'SEND Support' are receiving intervention on a regular basis. They are represented by the letter 'K' on all documentation, placed on the school SEND register and identified on Arbor and the report system. The register provides information on the pupils' individual needs and suggests ways to help them access the curriculum more effectively. The register details any extra provision which the pupil receives, for example, support from external agencies, one to one tutoring, support from the Student Focus Centre or extra time in tests and examinations. At any point, teachers are able to identify pupils who are experiencing barriers to learning and they can be assessed or monitored by the SENDCo or external agencies; they might then be added to the SEND register as SEND Support.

Education, Health and Care Plans (EHCPs):

Education, Health and Care Plans replaced Statements of Educational Need in September 2014.

EHCPs are awarded by Local Authorities after assessment by- and consultation with -external agencies. An EHCP is awarded if it is recommended that the pupil has a significant need and will require additional provision in order to access the curriculum; this is usually in the form of support from a teaching assistant.

Each pupil with an EHCP is placed on the school SEND register and identified on Arbor and the report system by the letter 'E'. The register provides information on the pupils' individual needs and suggests ways to help them access the curriculum more effectively. The register also details any extra provision which the pupil receives (support from specialists, for example).

Detailed information on SEND Support and EHCPs in response to meeting the needs of pupils can be found in the Provision Map at the end of this document. Needs include: Cognition and Learning Difficulties; Social, Emotional and Mental Health Difficulties; Communication and Interaction Difficulties; and Sensory and Physical Difficulties. Further information is also available in the school's area of the Local Offer found on the RBWM, Bucks County Council and Slough Council websites. Contact details of External Support Agencies are also available in the Local Offer.

Procedures:

The SEND Co-ordinator (SENDCo) is Mrs Hannah McMahon: hannahmcmahon@newlandsgirls.co.uk

The SEND Co-ordinator's key responsibilities are:

- Overseeing the day to day operation of the school's provision as contained in the SIR
- Liaising with and advising fellow teachers
- Managing the Specialist Support Teacher and Teaching Assistants
- Co-ordinating provision for pupils with SEND
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Liaising with Primary colleagues to assist the transfer of pupils with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Regular meetings with the link member of the Leadership Team to ensure Senior Management and the Governor for SEND are kept informed.

Identification, Assessment, Planning and Provision:

i) Identification and Assessment:

- Assessment by subject teacher and SENDCo (continuous assessments and curriculum assessments). Use of standardised and/or diagnostic tests
- Involvement of both educational and non-educational professionals in assessment
- Parents, or the pupils themselves, may request support at any time
- The nature of the difficulty will be assessed and strategies devised to meet the pupil's needs.

The following information is used to identify Year 6 pupils with special educational needs transferring into Year 7:

- Information on pupils with SEND entering Year 7 is provided by all feeder schools, including stage of intervention and standardised test scores

- The Head of Year 7 or SENDCo discuss the needs of all individual pupils with primary colleagues
- KS2 SATS results and teacher assessment
- In September Year 7 are assessed for verbal, quantitative, non-verbal and spatial reasoning using Cognitive Ability Tests (CATs)
- All Year 7 pupils' reading ages are assessed in September using New Group Reading Test (NGRT)
- All Year 7 pupils' phonological processing are assessed in September using Rapid

The following information is used to assess for extra time in external examinations from Year 9 onwards:

- DASH, WIAT – III, TOMAL 2, EXACT and CTOPP 2 tests for identified pupils at the end of Year 9
- Part of normal way of working for at least 18 months prior to GCSE exams.

Triggers for SEND Support:

A pupil who, despite adapted learning opportunities through quality first teaching:

- Makes little or no progress, even when teaching approaches are targeted in a pupil's identified area of weakness
- Shows difficulty developing literacy and or mathematical skills
- Presents persistent social, emotional or mental health difficulties, despite interventions
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little or no progress despite an adapted curriculum.

Triggers for Assessing for an EHCP:

Despite receiving concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has social, emotional and mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having individualised support
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

ii) Planning, Monitoring and Reviewing:

Pupils' progress is planned, monitored and reviewed in the following ways:

- All staff have access to the SEND register, which is updated after each report and when there are any changes to need or provision. This is also communicated through Arbor so that staff have up to date information
- All staff have access to Arbor where pupil profiles, pupil passports, intervention and access arrangements are available
- The SEND register states the area of a pupil's needs and also suggests strategies to help pupils access the curriculum
- Pupil Passports enables targets to be made following the Assess, Plan, Do and Review model. These are monitored and reviewed regularly to ensure pupils are making progress
- SENDCo monitors all SEND pupils' reports and communicates with pupils and teachers about any concerns or necessary interventions
- Interventions are assessed regularly by SENDCo, the report analysis and discussions with staff and pupils show the impact of interventions
- SENDCo has regular meetings with Heads of Year to discuss progress and concerns
- Pupils who have an EHCP, also have their provision and progress reviewed at the Annual Review
- There is regular correspondence via phone and email with parents and external agencies
- Heads of Departments monitor the progress of pupils with SEND through formative and summative assessment
- Department Results Analysis and DDP (Departmental Development Plan) cycle for SEND department
- Round table meetings for staff
- Teaching Assistants give feedback on pupil progress in morning meeting.

- Teach Meet staff training terms 1,3,5
- SEND Bulletin issued to all staff terms 2,4,6

Adaptations to the Curriculum and Environment:

- More focused adaptation of existing curriculum activities and materials
- Individualised teaching programmes directly targeting pupils' particular difficulties
- Alternative means of accessing curriculum and assessment through the use of ICT, adapted teaching materials
- Visually Impaired and Hearing Impaired equipment
- Accessibility equipment to facilitate access to most areas of the site, e.g. ramps, stage lift, adapted furniture
- Maintenance of equipment
- Suggestions to site team of improvements or modifications
- Using specific teaching methods that are appropriate for meeting particular pupils' learning needs
- Newlands funds Teaching Assistant time to supplement externally funded hours for pupils with an *EHCP plan*
- The school employs a part-time Specialist Teacher to support named individuals.

Grouping for Teaching Purposes:

- Pupils are based in the ordinary classrooms. Grouping strategies are used flexibly within the classroom to help pupils make progress. Sustained, targeted support provided by teaching assistant
- The groupings of pupils at KS3 and KS4 in English and mathematics ensures that pupils who are experiencing difficulties with literacy and numeracy skills are targeted for support
- The groupings of pupils from Year 8 onwards in science ensures that pupils experiencing difficulties with the subject are targeted for support
- Possibility of extra maths and English at KS3 so some pupils study only one foreign language
- In class Teaching Assistant support is provided to enhance adaptive teaching

- Access to individual tuition/specialist teaching to support targets, through limited periods of withdrawal from subject lessons
- KS3 intervention for Literacy and/or Numeracy throughout the academic year for students

Engagement Outside Classroom:

- Support at extra-curricular clubs
- Additional risk assessments
- Access to all trips with support
- Break and lunchtime supervision for pupils with most need
- Pupils encouraged to join School Council • Pastoral support via Form Tutors
- Zero tolerance to bullying.

Parents/Carers. Their participation is encouraged in the following ways:

- Their knowledge and views are utilised as fully as possible in assessing and meeting the needs of their child
- Supporting targets in the home
- Involvement in both long and short term planning (provision, targets)
- Regular communication via emails and phone conversations with SENDCo
- Attendance at Parents' Evenings
- Informed via reports
- Attendance at Transition and Annual Reviews.

Were any parent to complain about provision for their daughter's educational needs, our normal complaints procedure would apply i.e. contact should be made in the first instance with the Headteacher who would investigate the complaint and involve the appropriate staff. Any follow-up action would be reported to Governors.

Pupil Voice:

Pupils' views are valued and they are encouraged to participate in decision making in the following ways:

- Attendance at the Annual Review (pupils with an EHCP)
- Regular communication with Teaching Assistants and the SENDCo
- Pupils in Year 9 are given additional support in making their choice of subjects for KS4
- Pupil Passports
- Existing pupils are asked to give advice to new pupils to make transition easier and safer.

Staff Training:**Teachers:**

- Initial INSET in September for all teachers
- Specific training delivered by the SENDCo for new staff within their first 4 weeks of starting
- SEND register includes strategies to support individual and different types of need
- Pupil Passports for the most vulnerable
- Resources and up to date articles shared on Teams
- Training on a range of topics depending on need
- Safeguarding
- SENDCo speaks to ECTs and Trainee Teachers

SENDCo and Assistant SENDCo:

- Access Arrangement training
- New SEND changes
- Areas of Pupil Need for existing and future pupils
- Handling and holding

Teaching Assistants:

- Training on relevant subject matter
- Safeguarding
- Observations
- Handling and holding

Provision Map 2024

Area of Need	Intervention/Provision	Staff Responsible	Evaluation
All EHCP pupils	Annual review at least once per year, extra meetings for Year 7 with annual reviews after Christmas, also Year 9 and 11 transition reviews.	SENDCo Assistant SENDCo	Provision is evaluated at the meeting, using feedback from staff.
All EHCP and concerns	Regular classroom observations.	SENDCo Assistant SENDCo	Discussion in fortnightly meeting with Senior Link. Very beneficial as part of monitoring and also encouraging best practice. Feedback from staff.
All EHCP and concerns	Careful monitoring and contact between home and school	SENDCo HOYs Learning Mentor SFC	Feedback from teachers, pupils and parents.
All Year 5 who may decide to attend	Year 5 Annual reviews.	SENDCo Assistant SENDCo	Allows us time to prepare and also to meet parents and pupils. Evaluated from information gained and good relations established with pupil, parent and primary school.
All Year 6 who may need help with transition but mostly EHCP	Transition plans, visits and meetings in place, maps of school, timetable of toilets, model timetables etc.	SENDCo Assistant SENDCo	Feedback from feeder schools and parents is positive. Girls are less anxious when they start school. Look for change in behaviour from first meeting to transition day.
Year 6 with additional needs.	Additional transition visits for girls with most need.	SENDCo Assistant SENDCo	This is useful in order to provide a smooth transition.

All Year 9 pupils on the SEND register	Meetings and advice about options. EHCP pupils, also discuss this at their review. Advice given to parents at options evening. Help with filling in forms. Changes of options checked if courses not available. Liaise with staff to make sure they are choosing appropriate options.	SENDCo Assistant SENDCo	Feedback from parents at Options Evening. Ask girls. Feedback from staff.
EHCP and SEND K Year 11 and Year 13 students	Help with filling in application forms, arranging visits to colleges and universities, applying for apprenticeships, writing references and supporting with alternative transition plans. Liaising with college and university staff in regard to individual pupil needs.	SENDCo Assistant SENDCo	Number of pupils who secure Further Education places. The PSHE time is very useful to help girls on a one to one basis to write applications and go through prospectuses.
All pupils on SEND register	Monitoring of reports. Updating the SEND register	SENDCo	Pupil progress, engagement in lessons and extra-curricular activities and meeting of targets set.
Extra time pupils moving from Year 11 into Year 12	Ensuring that all evidence is up to date and reapplying for any Year 12 pupils. Completing online forms and keeping exams officer in the loop.	SENDCo	Exam results against target.

All pupils in Year 9 identified as possibly needing extra time in exams, or additional help.	Pupils identified as being dyslexic, pupils deemed disabled under the 2010 Disability and Equality Act, those who have received additional support will be assessed for Access Arrangements alongside evidence collated throughout KS3. There has to be evidence of this being their normal way of working for at least 18 months before GCSE.	SENDCo	JCQ accepts evidence. (Exam Board)
Visual Impairment (VI)	Enlarged/adapted resources. Proofreading.	Class teacher, SENDCo	Access to curriculum for VI girls. Feedback from staff.
VI	In class support.	Various TAs	Access to the curriculum. Feedback from staff.
VI	Monitoring progress and need. Regular observations and meetings depending on the level of need. Feedback to staff.	Sensory consortium. Specialist teacher	Access to curriculum for VI girls. Feedback from staff.
VI	Scribing and reading in tests and exams.	Various TAs	Exam results against target.
VI	Elephant feet to be taken to rooms to raise desks.	Various TAs	Exam results against target. Reduction in discomfort level.
VI, Hearing Impaired (HI)	Accompanying trips. Individual needs assessed and added to risk assessments.	TAs	Trip lists and attendance.

HI	Monitoring of need and resources. Regular meetings, frequency depends on level of need. Annual speech and language input.	Sensory consortium. Specialist teacher and speech therapist	Access to the Curriculum and exam results. Feedback from staff.
HI	Radio aid at reception and in the TA office.	Reception staff and TAs	Access to the Curriculum. Feedback from staff.
HI	In class support	TAs	There is support in classes with a health and safety risk, for example tech.
HI/VI	Information on shared area, round tables and drop-in clinics.	Sensory Consortium	Feedback from staff.
Physical Disability	In class support.	Various TAs	Feedback from staff and pupil.
Physical	Bags to be carried by TAs when necessary.	TAs	Feedback from staff and pupil.
Physical	Downstairs rooming.	SENDCo	Feedback from staff.
Physical	Accompanying trips.	TAs/carers	List of trips and attendance.
Physical	Planning for trips and risk assessments.	SENDCo Assistant SENDCo	Feedback from staff.
Physical	Planning for activity week.	SENDCo Assistant SENDCo	Feedback from staff.

Physical	Specialist furniture and equipment. Using elephant feet, raising table.	SENDCo TA	Feedback from staff and pupil.
Physical	Communication with OT, Physio etc.	SENDCo Assistant SENDCo	Appropriate actions in place.
SEMH	Sharing info with the Student Focus Centre (SFC). Updating SEND register.	SFC SENDCo	State of emotional wellbeing.
SEMH	Regular contact with parents and teachers. Observation of pupil, keeping SFC in loop.	SFC SENDCo	State of emotional wellbeing.
SEMH (Social, Emotional & Mental Health)	Communication with CAMHs.	SENDCo HOYs	State of emotional wellbeing.
ASD (Autistic Spectrum Disorder)	Meeting with SHINE and CAMHs.	SENDCo HOYs	Support and wellbeing.
ASD	Regular monitoring.	SENDCo	Feedback from parents and pupil. During the 2020 lockdown pupils were contacted daily by the SENDCo and HOY 10.
Sp&L (Speech and Language)	Monitoring and small group work. Observation of those on list.	Speech therapist and TA. SENDCo	Feedback from staff and pupils.

MLD/GLD (Moderate Learning/Global Learning Difficulties)	1:1 literacy with specialist teacher.	Literacy teacher	Progress of pupils and staff feedback.
MLD	Small English and Maths groups.	Maths English	Progress of pupils and staff feedback.
MLD	Year 8 & 9 pupils given extra literacy and numeracy instead of 1 Modern Foreign Languages (MFL).	Maths English French/German/Spanish	Progress of pupils and staff feedback.
MLD	All EHCP pupils and also those who are not targeted 5 4-9 are given extra help with choosing KS4/KS5 options.	SENDCo Assistant SENDCo	Option choices.
SpLD	Dyslexic after school weekly club 'Accelerate' Tuesday and Thursday to develop strategies.	SENDCo	Club attendance, Lexia if used, pupil progress.
SpLD	Resources to help with memory and revision are shared on one drive with the girls.	SENDCo	Most beneficial with GCSE pupils