

Context
Newlands Girls Schools is a non-selective secondary school, in Maidenhead. It is a single Academy Trust with a sixth form and is for girls only. It has 1247 pupils on roll Currently there are 23 pupils with an Education Health and Care Plan with one attending an Alternative Provision full time. This is 1.8% of their school population below the RBWM average of 5.06% * and National average of 4.6%. ** It has a further 187 pupils on either school SEND or on a monitoring list. This is below the RBWM average of 12.2 % and National average of 13.6%. of pupils on the SEND register

* Autumn 2024 census

** [Special educational needs in England, Academic year 2023/24 - Explore education statistics - GOV.UK](#)

The Headteacher has been in post since 2021 as a Cohead and then became the substantive Headteacher in September 2022. The Headteacher invited the LA into the school in October 2022 to conduct a SEND Review to support the school in its determination to address an area which the Headteacher was dissatisfied with. This gave a starting point to the journey of becoming more inclusive which was a priority for the HT and her newly appointed SENCo and SLT Team.

It had an OFSTED inspection in May 2024 and was awarded an Outstanding category.

	Focus	Examples of Evidence	Met?
Governors	Ensuring clarity of vision, ethos and strategic direction.	Website: Local offer, Headteacher’s welcome and curriculum statement	
	Holding the HT to account for the progress made by C&YP with SEND.	Named SEND Governor with relevant experience and knowledge – Emily Hughes GB ensured that there is enough Training / CPD opportunities to support the inclusion of C&YP with SEND – Teach Meet sessions, Inset all staff training, New staff training, trainee teacher training session, National College courses. Scrutinises SEND report to Governors including progress data for C&YP with SEND. CPD opportunities are monitored to ensure that staff have the relevant knowledge and skills to support C&YP with a range of SEND – learning walks, Q&A, Teach Meet compulsory for staff, TA training held throughout the year.	
	Overseeing the financial performance of the school in relation to C&YP with SEND.	Ensure the appropriate recruitment of support staff – TA timetables, safer recruitment. Is aware of the use on notional SEN funding and provides challenge – SFC, literacy support, reading mentors, interventions, equipment, Lexia.	

Comments

- The school has a very experienced SEND Governor who has been on the LGB for four years, 18 months as the SEND Governor. She visits the school regularly where she has meetings with the SENCo.
- The SEND information report was approved by full governing Body – Oct 24. All Governors accept their responsibility for monitoring the SEND provision and it is a focus of all Keeping in Touch visits. They monitor the SEND budget.
- The Governing Body, and particularly the SEND Governor, fully support the HT’s vision for its SEND provision. She feels that the “School community lives and breathes” the values of Inclusion and each girl is encouraged to be, “who they are”. There are “no limits” to what they can achieve.

Headteacher	The school has a clear vision for inclusion which is evidenced in key documentation	Headteacher’s welcome on website School Development Plan – copy can be provided Curriculum statement and Teaching and Learning policy etc – Teaching and Learning Principles Handbook SEND, Equality statement and Accessibility Plan - website	
	A culture is created and promoted which ensures that all C&YP feel welcome and have a sense of belonging.	SEND department has a high profile within the school and its effectiveness is welcomed and celebrated – Umbrellas, neurodiversity advocates, open conversations, accelerate club for dyslexia, staff know their students and how to meet their needs, SEND talked about in school and action taken. HT models inclusive practice and challenges inequality through everyday practice – fully invested in students with SEND and ensuring equal opportunities.	
	The curriculum is designed to ensure that all students needs are met.	The curriculum enables all C&YP to succeed – developing distinctive curriculum The SENCo is involved in curriculum planning – HODS meetings and whole school focus.	
	Quality First Teaching.	Barriers to learning are challenged and not tolerated – QFT, Adaptive teaching, Access Arrangements, 1:1 support, interventions to close gaps. This is a focus of Learning Walks and other forms of quality assurance – regular whole school learning walks and SEND specific learning walks. Staff receive feedback from all planned learning walks/observations. 5 a day posters in departments, QFT checklists, LW evidence.	
	Exclusion data	C&YP are not excluded at a rate higher than their peers without SEND Behaviour plans are reviewed and updated following a fixed term exclusion.	
	Attendance of pupils with SEND.	The attendance of C&YP with SEND is at least as good as their peers without SEND – Arbor tracking daily attendance for SEND students. Monitored by HMM and discussed with HOYs.	
	Offers support to SENCo	Supervision / regular meetings with SLT – fortnightly meeting with link DHT. Meeting notes. Protected time to do the job of SENCo. Status. CPD opportunities – Yes	
	Attainment and Progress data	The school’s attainment data is good. The school can demonstrate that pupils with SEND make similar progress to their peers – document for previous academic year exam results.	

Comments

The Headteacher has led and driven the development of the SEND provision at NGS. It has been a priority for her since being appointed as Head and this is evident in her welcome statement on the school website: “We are committed to nurturing and challenging everyone in the school, and it is our goal to deliver academic outcomes, as well as rounded, confident young people, regardless of background of special educational need.”

This is also evident from the priorities in the whole school strategic plan which include:

- Pupils of all age groups and starting points make excellent progress, setting no limits on what can be achieved to enable them to access their future choices
- Students in vulnerable groups (SEND/PP/LAC) make excellent progress and are engaged in all elements of the wider curriculum

The KPIs from the strategic plan also reflect the Headteacher’s ambition for vulnerable pupils including those with SEND:

- SEND and PP students data/outcomes are significantly better than those nationally
- Destination data reveals we retain those pupils with an offer fit for purpose
- Increased sense of inclusion communicated in student voice surveys

The HT and SLT have also make significant changes to the School’s curriculum to ensure that it is more inclusive. The curriculum intent is clear from their curriculum statement: “Our curriculum is designed to give all students a broad and varied learning experience that sets no limits on what students can achieve.

Students study a wide range of subjects which are rich in knowledge, skills, enrichment and personal development. Using the National Curriculum as a starting point, our subject specialist teachers expertly plan our curriculum to stretch and excite students and to be responsive to their needs, regardless of their background or individual starting points including SEND and disadvantaged students. This allows everyone to make the strongest academic progress while developing into rounded, courageous, committed and compassionate young people”.

The SEND Section on website also demonstrates their ambition for pupils with SEND: “At Newlands Girls’ School, we are committed to providing our students opportunities to achieve their potential, by taking into consideration their varied learning needs. We strive to be an inclusive school and actively seek to remove the barriers to learning through quality first teaching and extra interventions where necessary. Our SEND vision is “A change for one, for the good of all”. Our school ethos is based on the 3Cs - the values which underpin everything we do. Courage, Commitment and Compassion are at the heart of our approach to school life and drive our students to ‘set no limits’ on their success”.

SENCo	Is able to influence practice and hold staff to account	Is SENCo qualified or getting qualified? Awaiting result of NASENCO, timetable available and JD at request. Has sufficient time to do the job – see timetable Is on the SLT – No	
	Communication	Evidence of effective two-way communication with SLT teaching staff, with Support staff, with parents and carers – clear communication via meetings both in person, online or telephone, emails, initial concern form and open-door policy to SEND office.	
	Coordinates the monitoring and effectiveness of intervention strategies.	Systems tracking interventions: Assess, Plan. Do and review – Arbor moving towards tracking all interventions, new style IEP in place.	
	Training and building capacity within the school.	Training opportunities empowers others and supports their problem solving.	
	Statutory responsibilities.	SENCo understands and ensures that all statutory requirements are met – yes SENCo ensures that all staff aware of these too – staff Teach Meets and Inset sessions. Supports parents/ carers understanding of these – meetings and communication via email, school website, policies.	

	Transition	Has time to support this process: time to visit and liaise with feeder schools and also collating information and time to liaise with schools that C&YP are moving on to - attend all Year 6 annual reviews, meets students at primary schools who are SEND K and E. Embedded systems for Preparation for Adulthood – college relationships and links, attend taster days, career meetings first priority, all annual reviews Year 9 and above.	
<p>Comments</p> <ul style="list-style-type: none"> • The SENCO, working alongside her SEND team and senior leaders, has had a significant and very positive impact on the approach to SEND at Newlands Girls’ School since her appointment. The SEND Governor describes her as being “amazing and has enables the SEND Department to flourish”. This view is shared by the teaching and support staff who feel that the SENCo and Assistant SENCo are highly effective in their roles. • Communication between the SENCO and staff is regular and effective, using opportunities such as termly Team Meets to provide staff with SEND updates and uploading key documents on to Arbor which they are starting to use for recording and monitoring interventions. • Communication with parents is timely and begins before girls start school with the SENCO meeting SEND parents after school tours. • The SEND Section on the website is informative and compliant. Your contact details readily available’ • The learning environment across the school is SEND friendly. The Umbrella project display is a very immediate and colourful demonstration of the school’s commitment to being Neurodiverse friendly. • Various rooms such as The Cocoon and Pitstop, provide quieter and “safe” spaces for young people with SEND who said how much they appreciated this space. Sixth formers volunteer to support the supervision in these rooms which is a great use of peer support. These rooms are also used for visiting professionals and the delivery of interventions. • IEPs are written for all pupils with Plans and for some of those on SEND K =- those with a diagnosis and / or the greater need. They are reviewed three times a year. • How are TAs deployed? The school has a team of about 11 TA’s. Some are deployed according to their subject strengths such as English and sciences whilst others are deployed according to the relationship they have with the pupils. The school is aware of the need for pupils not to become over dependent on one particular TA and only one pupil has a 1:1 TA. • Role of SENCo has evolved and is becoming much more of coaching role. There is an initial concern form which staff have to record the QFT strategies that they have already used. There has only been two since Sept. • The TAs feel that their voices are heard and find both the SENCo and Assistant SENCo very approachable. Therefore, they accept your advice and deployment. • Prepare for adulthood – lead by Assistant SENCo and all pupils with SEND are a priority with the careers advisor. Support is offered to complete forms, college visits and practice with interviews. • The SEND information is compliant. 			
Teachers	Assess	Early identification is a priority and informs all future planning. Teachers recognise that this is their responsibility and not the SENCos – QFT, initial concern form, CATS, NGRT, Rapid, HOD meetings, insets and bulletins. The views of C&YP and their families are a part of this process – meetings, surveys.	
	Plan	Planning for C&YP with SEND is at the heart of all planning – whole school focus.	

		<p>Classroom support staff play an important part in this planning- TAs in lessons and support with AA.</p> <p>It is recognised that as well as planning the academic content of the lesson, thought needs to be given to the needs recognised by Maslow’s hierarchy of need.</p> <p>All staff are aware and have contributed towards the creation of IEPs – HMM completes with knowledge of students and feedback from staff then gathers students’ views. The shared with staff.</p>	
	Do	<p>All C&YP feel welcomed in the classroom and feel that they are equally valued.</p> <p>Differentiation is the norm – adapted teaching is implemented where QFT does not meet their need. ‘Change for one for the good of all’ – school focus for SEND with ‘No limits’.</p> <p>Reasonable adjustments are welcomed by staff and C&YP – staff work collaboratively together to meet the need of students.</p> <p>Classroom support staff are not a barrier between the C&YP and teacher. Their support enhances independence and does not create a culture of dependency – TAs are there to enable students to become independent learners and not limit their progress.</p> <p>Supply staff are made aware of C&YP with SEND – seating plans, Arbor, SEND register.</p> <p>The classroom environment reflects the needs of C&YP with SEND</p>	
	Review	<p>Regular reviewing of progress informs future planning.</p> <p>The views of C&YP and their families are a part of this process.</p> <p>All appropriate staff involved in reviewing IEPs etc.</p>	

Comments

- The two DHTs cover both behaviour and outcomes so they are not tied to one area of school. One DHT line manages the T&L lead, the distinctive Curriculum lead and the SENCo and assistant SENCO. This ensures that the SEND managers have close links to the SLT.
- There are weekly ‘teach meets’ which are 15 mins on a Tuesday morning. SLT work closely with SENCo to see what Quality First Teaching looks like in school.
- NGS has a Teaching & Learning manual which has clear expectations about teachers responsibilities in meeting the needs of pupils with SEND in their classroom.
- In this, QFT and Adaptive teaching are separate levels of support. The school may want to consider this to see both embedded in all lessons as a part of the school’s Ordinarily Available provision. “Staff confidently adapt learning to meet their individual needs.” OFSTED May 2024
- The SLT are confident that staff understand the concept of OAP and this is a focus within CPD and curriculum design also staff use strategic seating plans, consider the way they present information, provide explicit instruction, checking for understanding – all staff would understand this as Wave 1. Sharing good practice is part of the school routine.
- Pupils with SEND achieve good outcomes:” Pupils benefit from an exceedingly high quality of education. As a result, pupils, including the small number of disadvantaged pupils, achieve remarkably well”. OFSTED May 2024

- Systems / structures are in place to identify and support students are struggling. There are Link meetings between SLT and subject depts. SEND is discussed at these meetings once a fortnight and particularly after progress reports have been released. The AHT, T&L leads HoDs meeting and can deliver training here. Staff can also discuss pupils with SEND within pastoral meetings with tutors and HoY. HoY present to SLT on progress reports after each data drop and will mention any pupil with SEND who they are concerned about.
- Developing an inclusive curriculum has been a focus for the Headteacher since her appointment and the school is constantly refining our curriculum model NGS created curriculum maps to include all students and to show that we are assessing the needs of all. Dept meetings have a focus provided by SLT. Meeting this week question was ‘How do you know if all students have understood?’ HODs have an area they must reflect on in dept meetings and SEND support and monitoring is included in dept’ discussions.
- A middle leader supported by a DHT leads on the development of a distinctive curriculum. This has also included the use of “Skills builder” to support pupils who have gaps in their knowledge and skills. This is currently offered in Year 7 but the school is considering developing this further.
- NGS are starting to use Tom Sherrington “Walk thrus” to look at student understanding as they watch some best practice. Tom Sherrington work is currently being planned by SLT. They have a ‘Think piece’ to go away and think about how to develop in dept’s. This has included a focus on metacognition.
- NGS look at the destinations for SEND students and know that they have same opportunities in Y13 as non-SEND students. 83% of all girls go to Uni. 3 of 4 SEND went to university last year. NGS also monitor inclusion for extracurricular activities. SEND students receive extra careers support and college application support, there is an early meeting with careers lead. BTEC courses are available in the sixth form.

Support staff	Encourage independence and do not create a dependency culture	Create positive / professional relations with C&YP based on mutual respect and trust. Do not create a barrier between C&YP and the teacher Use positive language when communicating to C&YP as well as their families and carers – positive language and open mindset.	
	Communication with teaching staff	Two-way communication is evident: involved in teacher’s planning and informs teacher re assessments and barriers. Support staff feel supported by teaching staff and they feel listened to when discussions are held regarding the needs of C&YP with SEND.	
	Solution Focused	There is a culture of wanting to overcome barriers.	
	Other support staff	All staff across the school accept their responsibility to support C&YP with SEND. All support staff know how to deescalate a situation where are C&CP are in a heightened state.	

Comments

- **Deployment.** The school has a team of experienced support staff who have been at the school for a number of years. TA’s are deployed by the SENCo and Assistant SENCo according to their skill set. Some have a curriculum focus whilst others support a number of pupils. Being deployed according to their skills has supported the staff to be knowledgeable about the subjects they are supporting and build good working relationships within departments.
- TA’s at Newlands understand the importance of supporting learning rather than supporting a specific child.
- TAs work with students outside classroom to pre-teach and overlearn. Additional literacy and numeracy sessions are delivered.

<ul style="list-style-type: none"> • Training is offered to the support staff through the National College training and this is available to all. For specific areas of need within the school such as vision impairment, additional training has been provided and allowed for staff to become specialised in supporting these children. • Newlands TAs attended the LA training and they appreciated the opportunity for face-to-face trainings. The SENCo is looking to see how this can link into the DBV project. • At a recent meeting, support staff shared knowledge of what they had observed working well in the classrooms- this good practice was then shared with other staff. 			
Parents carers	Parents /carers are supported in making a choice regarding a school for their C&YP with SEND	School offers impartial advice – signposted to outside agencies for support. Parents / carers made to feel welcome even if the school cannot meet needs – positive relationships with parents is hugely important and achieved. School sign posts to support groups – IAS, GEMS, Number 22, Early Help, Parent Support Advisor, Sensory Consortium. Share all information opportunities in Newlands News.	
	Involvement in SEND provision.	The school encourages and supports the Co-production of the EHCP – works closely with Ed Psych, external professionals and RBWM SEND team where able to.	
	Transition	The school welcomes parents/ carers with SEND who want to know more about the SEND offer within the school – meet with all Year 5/6 parents who requests this after school tours, available to open evenings.	
<p>Comments</p> <ul style="list-style-type: none"> • We received feedback from 15 parents all of which was overwhelmingly positive. In addition to this we received 5 responses to the LIQM question produced by SEND Voices. This was also mirrored by feedback from the Ofsted inspector who had never received such positive feedback about school in its parent survey. • Where concerns are raised by parents the school strive to address these in collaboration with the parent and young person. • Parents commented on the “Excellent communication with SEND Team”. They felt listened to and pleased with the support that is offered to their child which they describe as at least effective and mostly very effective. • Parents feel that their child is fully included in all the school’s extra curriculum activities. 			
C&YP	Pupil voice	C&YP with SEND are represented on school forums – School council, choirs, bands, neurodiversity advocates, inclusion ambassadors, assemblies, sports teams, manga club, school productions, Gym and Dance Show, house competitions.	
	No barriers to opportunities.	All efforts are made to ensure that no C&YP with SEND are excluded from an activity due to their SEND – always!	
	Involved in decision making re their SEND provision	The voice of the C&YP is actively sought to contribute to the creation and review of their EHCP and other SEND interventions. (Age appropriate) – present at AR, meetings, encouraged to have a voice and share concerns, email concerns or speak in person.	

	C&YP are empowered to challenge unfair behaviours related to their SEND.	C&YP know where to go if support is needed. They feel listened to and able to challenge discrimination if this occurs – open policy SEND office students know they can come to us at anytime for support or to share positive experiences/successes.	
<p>Comments</p> <ul style="list-style-type: none"> • During the visit young people spoke very positively about the support that they receive from staff at the School but particularly from the SENCo and Assistant SENCo. • They appreciate Pitstop and Cocoon which they use at lunch and during the day. They reported that other pupils within the school are usually very supported but on the odd occasion when they are unkind, they know where to go for support. • They have full access to all school activities including clubs and other school activities. • The school has a representative on the RBWM Inclusion Ambassadors initiative and she is involved in the creation of an animation which will support C&YP with SEND across the Borough. • 30 young people have just volunteered to become “Neurodiversity” champions which is a wonderful initiative. 			
<p style="text-align: center;">We would recommend that Newlands is awarded the RBWM Inclusion Mark for the following reasons:</p> <p>Congratulations! Your SEND journey has been wonderful to witness and the progress made has been very evident during our visit and on the School website. The following areas of inclusive practice have been particularly evident.</p> <p>1. Vision and Intent. The Headteacher has a steely determination to ensure that Newlands Girls’ school is an inclusive school. Her welcome statement and the school’s strategic plan reflect this. She has a very clear vision of what an inclusive school looks like and what she wants to achieve and has had the determination, supported by Governors to deliver this. The SEND Governor is equally passionate and experienced about inclusion. Expectations about QFT are now much more explicit. The School’s strategic Planning highlights this Intent which is available for all to see on the website. The distinctive curriculum and effective Quality First Teaching ensure that there is “no limit” on achievement. Systems have been developed to ensure that outcomes for pupils with SEND are monitored and evaluated by middle and senior leaders. There has been lots of positive feedback from young people and families which is indicative of the inclusive practice within the school.</p> <p>2. Curriculum: The curriculum statement makes it clear that the school is ambitious and sets no limits for young people with SEND and the SEND Governor echoed this. The Senior Leadership Team appointed a very experienced and passionate teacher and now Middle Leader to work collaboratively with Heads of Departments to develop a “Distinctive Curriculum” that is ambitious for all. Through careful monitoring and evaluation, where gaps have been identified, further adaptation have been made. The use of the Skills Builder programme is an example of this. This is an excellent initiative which will continue to grow.</p> <p>3 Implementation: The vision of the curriculum is shared across all staff and this is evident in its implementation. The development of the distinctive curriculum supports the intent of the curriculum offer. Structures are in place to review the offer through monitoring and department meetings. Staff identify any gaps in knowledge and</p>			

correct misconceptions in a timely way. Pupils with special educational needs and/or disabilities (SEND) benefit from close support. As OFSTED states in May 24, “Staff confidently adapt learning to meet their individual needs.”

The learning environment supports the school’s inclusive approach as adaptations are considered and displays are reflective of this vision. This creates a calm and purposeful environment and contributes to the successful implementation of the curriculum.

CPD has focused on QFT and adaptive teaching and this has upskilled staff. The implementation of this training is reviewed through the monitoring systems in place and further training, professional discussions and support is planned and developed in response to the monitoring.

4. The SEND team led by SENCo. Teachers, associate staff and parents are extremely complimentary about the SENCo, the Assistant SENCo and the SEND team she leads. Staff commented that she is ‘Amazing’ and that the Department has “flourished” under her leadership. There is collaborative work with the senior leadership team and there have been extensive drive since her appointment in 2021, to change the focus of SEND support within the school.

Through effective training and coaching, teachers understand their responsibilities and are being empowered by the SENCO to enable them to further develop and refine their teaching practice to ensure great outcomes for pupils with SEND.

Pitstop and Cocoon provide a calm and safe space for pupils who talk extremely positively about the support that they receive. Parents are equally complimentary about the support that they have received. They feel listened to and feel that there is good communication with the SEND Team.

Points for consideration:

1. **Further development of the distinctive curriculum** - development of the Skills builder as there may be more children for whom executive functional skills are not developed sufficiently well to enable them to reach their potential outcome.
2. **Development of the TA workforce.** TA’s commented positively on the opportunity to attend a recent RBWM CPD session. Whilst there are clearly some experienced and skilled staff within the TA team, the School may want to consider how to build on this face-to-face training.
3. **To review policies and principles statements.** To revisit these and to ensure that the language and processes in place reflect recent developments and in response to the changing needs within the school.

Quick Win: Name and contact details for the SEND Governor on the School website – in the Governor section and on the Information report

Anne Bishop

Helen Huntley

Louise Rowlands

Area SENCo, RBWM

SEND Consultant

SENCo, Windsor Boys School

Deputy Area SENCo

21.03.2025