

SEN/D policy and information report

Newport Girls' High School



Written by: Mrs. A Benoit SENDCo **Date:** 28/09/21

Approved by: Mr. MJ Scott

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1. Aims

Our SEN/D 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

About the school

Newport Girls' High School Academy is a selective girls' grammar school located in Newport, Shropshire. The aims of the Newport Girls' High School can be summarised as enabling each pupil to seek excellence in all aspects of life:

1. To provide a community in which pupils achieve their full potential in academic, aesthetic and sporting spheres.
2. To provide a community in which pupils develop personal values which enable participation in a caring society.
3. To provide a community in which pupils learn to recognise their responsibilities in the local, national, international and global environments. We believe that every pupil, regardless of background, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. Student Ethos and Values Our School is a community of learning, we value...

Respect and Equality- This is demonstrated by:

- Respecting each other's right to learn.
- Following the school's behaviour guidelines and showing respect for school property and our surroundings.
- Valuing and celebrating each other's contributions in lessons and other school activities.
- Treating one another with dignity and respect
- Accepting individual differences and supporting one another with patience and compassion.

This is demonstrated by:

- Actively helping to integrate new members to the form and to school.
- Showing commitment and courtesy to others.
- Looking for opportunities to get involved in school and House activities to forge links within the school community.

Contribution This is demonstrated by:

- Putting our best effort into our studies and allowing others to achieve their potential also.
- Taking pride in our work and in our School overall.
- Following the behaviour and conduct guidelines at all times.
- Utilising the opportunities to show our talents and helping others to develop theirs too.
- Encouraging and participating in form, House and community activities.

This report is intended to supplement the Telford and Wrekin Council SEN/D Local Offer which can be found at <http://www.telfordsend.org.uk/>

2. Legislation and guidance

- :
- This policy and information report 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 SEN and disabilities
 - [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, (SENCOs) and the SEN information report
 - [Definition of disability under the Equality Act 2010 - GOV.UK \(www.gov.uk\)](#)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision by teachers to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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 school

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.

4. SEN/D SUPPORT

- SEN/D Code of Practice (relating to Part 3 of the Children and Families Act 2014) defines pupils with SEN/D as those who have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in school or mainstream post-16 institutions.
- A description of the procedures followed by staff at Newport Girls' High School Academy in order to support pupils with SEN/D is outlined in the following section.
- Admissions Children in Year 6 who have been identified as having special educational needs are welcome to sit the school entrance test. The school requests that parents notify the school of their child's needs on the application form for the test.
- The application and any supporting evidence will then be assessed by an independent Educational Psychologist to determine if any special arrangements will be required during the entrance test.
- These arrangements are designed to ensure that all applicants are given equal opportunities to demonstrate their ability during the test. The school's admissions administrator, under the guidance of the Head teacher, implement the recommendations of the Educational Psychologist and inform parents of the arrangements. Identifying SEN/D at Newport Girls' High School Academy we believe it is important to identify SEN/D at the earliest opportunity in order to make effective.

5. Early Identification

- Regular assessment of all pupils is made in every subject from the beginning of year 7, which allows subject and pastoral staff to identify those pupils making less than expected progress.
- All staff are expected to identify pupils making less than expected progress in their subject area and be alert to any lack of progress in areas other than attainment, such as with wider development or social skills. Staff members are encouraged to discuss these concerns with the SENDCo as soon as they arise.
- We recognise that parents and the young person themselves are often in the best position to identify any difficulties, especially those which become evident as they develop. It is our policy to listen carefully to both pupils and parents in order to address any concerns they may have.

- As soon as any concerns are raised, the SENDCo will gather evidence from all members of staff concerned with the pupil, parents and the young person themselves. Careful evaluation of the evidence gathered will inform whether a formal assessment of the pupil should be made by an external professional and/or whether intervention designed to secure better progress is required.

6. Assess/Plan/Do/Review



Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- Assess** The information gathered on the young person during the identification stage, comprising staff/parental observations, formal assessment data and the result of any external assessments will be recorded and reviewed by the SENDCo. This will be used to paint a clear picture of the pupil's needs and inform the support and intervention to be put into place, including measures to be taken to support teaching and learning and any examination access arrangements. Assessments for learning difficulties are carried out at Newport Girls' High School Academy by qualified teachers from the local authority Learning Support Advisory team.

- **Plan:** The SENDCo will then prepare a draft Individual Education Plan (IEP) or Student Passport, in consultation with teaching staff and using advice received from external professionals, parents and the student. This document will outline the support to be put into place, as well as the expected impact this will have on the pupil's progress or behaviour, along with a date for review. Reviews will commence for each student with SEND support termly. However, pupil progress will be monitored more frequently than this. Teaching staff will be made aware of the plan and any approaches or strategies to be implemented. An important part of this planning stage will be consultation about the support to be provided with the young person themselves and their parents. This will take place either via a face to face meeting an email or a telephone call home.
- **Do** At this stage, the support provided for the young person is implemented by all interested parties. Teaching staff will be supported by the SENDCo to ensure the provision is effective
- **Review** At the agreed review date, the effectiveness of the measures implemented will be evaluated, in consultation with the parents and the pupil themselves. The review will reassess the pupil's needs and any support required will be revised in the light of the expected outcomes detailed in the student passport. At this point a new cycle of provision may be started if the pupil's needs are ongoing or the SEN/D support may no longer be deemed necessary. SEN/D provision for a pupil with an EHC plan will be subject to an annual review, students with an EHCP will also be part of the termly review process with the SENDCo. The annual review meeting will usually be held in school in consultation with the local authority and all other interested parties.

7. Roles and responsibilities

The SENCO

The SENCO is: Mrs. A Benoit. Mrs. G Roycroft will be covering Mrs. Benoit's maternity leave as SENDCo from October 22nd 2021.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school (SEND link Governor is Mrs. L Peters)
- 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensures that the school adheres to regulations stipulated by JCQ.

The roles and responsibilities of staff in the school towards all pupils and particularly those with SEN/D are outlined below.

Subject Teachers are responsible for:

- Managing student learning through effective teaching in accordance with the department's schemes of work and policies.
- Setting high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- Developing teaching resources, particularly with regard to the differentiation for all pupils of different abilities and the increased use of ICT. Using a variety of teaching methods and approaches (including differentiation) to match curricular objectives to a range of student needs and ensure equal opportunities for all students.
- Working with the SENDCo and support staff in order to benefit from their specialist knowledge and maximise the support given in lessons.
- Using positive behaviour management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.
- Assessing students work systematically and using the results to monitor progress and inform future planning, teaching and curriculum development
- Being familiar with and implementing the relevant requirements of the current SEN/D code of practice

- Considering the needs of all students within lessons and implementing specialist advice.
- Contributing evidence from their professional practice in the classroom to aid in identifying pupils with SEN/D
- Planning and co-ordinating intervention strategies for individual children who are underperforming in their subject area. This may take numerous forms, both within and outside the classroom; however, specific examples of support might include extra lunchtime support or mentoring from older students.

Form Tutors are responsible for:

- Monitoring the pastoral well-being and personal development of the students in their form.
- Implementing efficient systems of feedback within the school;
- Working closely with the Head of Year to monitor student progress and encourage participation in school activities.
- Writing pastoral reports and/or meeting with parents.
- Following up any issues arising from absence, e.g. Missed exams, work missed for prolonged absence.
- Monitoring the academic progress of individual pupils in their form and holding pupil progress interviews to identify/target specific problems.

Pastoral Administrators are responsible for:

- Supporting the pastoral staff by maintaining and updating student records, organising and facilitating meetings with external agencies and/or parents.
- Administering first aid and maintaining medical/SEN/D records.
- Supporting the SENDCo with conducting SEND reviews each term as directed by the SENDCo

Heads of Year are responsible for:

- Developing and maintaining an ethos within the year group that promotes high aspirations and achievement for all.
 - Setting consistently high expectations with regard to attendance, behaviour, punctuality, manners and other routine matters.
 - Implementing the tracking/monitoring systems to identify pupils' academic progress.
 - Planning and implementing strategies to improve student attainment.
 - Communicating with pupils in an inclusive school environment in a way that promotes their academic and social development and their personal welfare.
 - Liaising with the SENDCo and Head teacher where specialist Advice and services are required.
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- **Mrs. Goodall is the Head of Year 7 and is responsible for transition arrangements for pupils entering the school from Year 6.**
 - **Ms. Capaldi is Head of Year 8.**
 - **Mrs. Chapman is Head of year 9.**
 - **Mrs. Seys is Head of Year 10**
 - **Mrs. Tomkinson is Head of Year 11.**
 - **Mrs. Griffin is the Head of Sixth Form.**

Teaching Assistants:

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and have an EHCP. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the Head of Year or SENDCo.

The Head teacher Mr. MJ Scott is responsible for:

- The effective implementation of SEND provision within the school.

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEN/D Governor is responsible for:

- Making sure that the school has an up to date SEN/D Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEN/D in the school and being part of the process to ensure your child achieves their potential in school.

In addition to the responsibilities outlined for school staff, it is respectfully requested that the parents of any young person with SEND attending the school should keep their child's form tutor or the SENDCo informed with regard to changes to their child's needs.

**You can contact any member of school staff by telephone (01952 797550), email (schooloffice@nqhs.org.uk) or via the school office.
School Governors can be contacted via the school office.**

8. SEND provision

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),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Physical disabilities such as hypermobility, arthritis and any other physical impairments where a student requires alterations in class and for assessments due to their condition.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider parents' wishes and invite their input to ensure that the child is at the centre of all arrangements made for them
- 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 on CPOMS and only shared with teaching staff when relevant.

We will formally notify parents when it is decided that a pupil will receive SEND support.

9. 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.

Transition from Year 6 to Year 7

- All children starting at the school in Year 7 are invited to attend 2 transition days during the previous term. The first day is structured into several short lessons to model the regular school day along with a session for students to start getting to know each other. The second day is a cross curricular day where students will make links to other cultures and rotate around different lessons, designed as more of an ice-breaker day. It is an opportunity for the pupils to meet their peers and some of the teaching and support staff who they will be working with when they start in Year 7. The staff involved in the transition day are briefed by pastoral staff to ensure those pupils with SEN/D are supported on the day.
- Teaching staff also (wherever practical) visit the pupils in their primary schools to answer any questions pupils may have and to speak to the pupils' Year 6 class teacher.
- Pupils in Year 7 are placed in forms with other year 7 pupils. This enables year 7 pupils an opportunity to support one another during the first few weeks of the new term.
- During the first half term, the pastoral team hold an information session for parents of new pupils, during which they introduce themselves and disseminate information about procedures and systems within the school. This is also an opportunity for parents to ask questions and pass on relevant information about their child.
- Children and young people who have been identified as having SEN/D may be offered the opportunity for additional visits to school to familiarise themselves with the site and or the structure of the school day. Other additional support or visits may be provided dependent on the pupil's needs.
- At times, it may be appropriate to provide peer awareness training for other pupils in the same year group, form or class in order to support a pupil with SEN/D. This is offered with the consent of the pupil and their parents and is handled with sensitivity to ensure a balance is met between offering information, giving support and maintaining confidentiality.

Transition to further education

Pupils transferring to a further education establishment are supported in the following ways:

- Through the sixth form enrichment programme. The curriculum is planned to provide guidance on careers or future educational options, making applications or writing a CV, financial education and having a healthy body and mind.
- By encouraging independent study skills. Pupils with SEND are encouraged to make choices about their needs which are sustainable during their future careers, e.g. Using technology to support writing or note taking.
- By ensuring all documentation held by the school in support of access arrangements is provided to the student during the application process and when they leave the setting.

Social and emotional development

It is our belief at Newport Girls' High School Academy that the social and emotional development of our pupils is as important as their academic progress. All pupils are supported via

- PSHE lessons: the programme of study for personal, social and health education is varied, with age appropriate lessons throughout key stages 3 and 4 including topics such as settling in and getting to know others in year 7, dealing with stress and anxiety, mental health and its importance, depression and coping with examination pressures. Details of the PSHE lessons and programme are shared in advance with parents and guardians so that all are aware of the content of the sessions.
- The school counsellor runs a confidential weekly drop in session at lunchtime for pupils to raise any medical issues or ask questions.
- Our pastoral structure has been developed to facilitate as much support as possible through the form and house structure. Forms are made up of pupils from different year groups and the girls are encouraged to work together in family groups during form activities. Activities may include discussion of current affairs/issues, sharing of experiences within the form group or sharing good practice in terms of study skills or revision.

We also aim to inform parents as far as possible to enable them to support their children effectively, through

- Evening information sessions for parents and guardians covering issues such as exam stress, ICT safety guidelines and raising self-esteem.

Sometimes, additional support is required and can be provided by

- Subject/general mentoring within the school, whereby older students support younger students in specific subject areas or more generally in terms of helping with organisation or with friendship issues.
- Weekly sessions with a trained counsellor or one of our two wellbeing officers designated for years 7-10 or years 11-13.
- Regular sessions with pastoral staff SENDCo or members of the senior leadership team as additional mentors.

10. Frequently asked questions:

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's subject teacher/form tutor initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head of Year.
- If you are still not happy you can speak to the Assistant Head Teacher Miss A M Davies or the Head Teacher Mr. M J Scott.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo.
- If your child is then identified as not making progress the school will decide how to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss:

- Any concerns you may have
- Discuss with you any further interventions or referrals to outside professionals to support your child's learning
- How we can work together, to support your child at home/school.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEN/D.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEN/D in the school, including:

- The pupils getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected they will decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN/D in this school?

The school liaises with the following external agencies in order to support pupils with SEN/D:

- Sensory Inclusion Service (visual/hearing impairment)
- Speech and Language Therapy (local NHS trust) SALT
- Educational Psychologists
- Spectra – Specialists in Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder
- CAMHS
- Dedicated school nurse
- Learning Support Advisory Team

- Occupational Therapists
- School Counsellor (Relateen)

How are the adults in school helped to work with children with SEN/D and what training do they have?

- The SENDCo's job is to support all teachers/support staff in planning for children with SEN/D.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN/D. This may include whole school training on SEN/D issues or to support identified groups of learners in school, such as ASC, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEN/D.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASC Outreach service, Sensory Inclusion Service or medical/health training to support staff in implementing care plans.
- Our staff have a range of high-quality qualifications and receive ongoing training to support students with SEN/D.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher (Mr. MJ Scott).

How will the curriculum and learning environment be adapted for my child with SEN/D?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school and how will you know about this?

- Your child's progress is monitored jointly by her form teacher and head of year.
- Her academic progress is reviewed formally four times per year and an appropriate level/grade given in all subject areas except PSHE. Academic grades are supplemented with a grade for behaviour for learning and a third for independent learning, in each subject area. Sometimes supporting comments/targets are also offered by class teachers on these grade sheets.
- Once a year, usually just prior to parents' evening, you will receive a formal written report for your daughter. This report will summarise your child's achievement in each subject and offer up to two targets for improvement over the coming year.
- Children receiving SEN/D support will have a student passport which will be regularly reviewed with your child and any outside agencies involved. Parents are encouraged to participate as often as possible in any review taking place.
- Parents/guardians are invited to attend a termly SEND parent panel meeting where a range of SEND related topics will be discussed. This will be an opportunity for you to have an input in whole school SEND developments and contribute ideas to enhance the provision of SEND across the school.
- The progress of children with an EHC plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - ✓ Access to the Learning Gateway in order to access grade sheets and reports in electronic form
 - ✓ Note in student's diary/planner
 - ✓ Letters/telephone calls/emails sent home
 - ✓ Additional meetings as required
 - ✓ Paper report/grade sheet

What support do we have for you as a parent of child with SEN/D?

- We would encourage you to let us know regularly how you feel your daughter is progressing at school. In this way we can address any concerns you may have and celebrate the successes of your child. We feel that this mutually supportive relationship between school and home is the best way to support all our pupils.
- The SENDCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Student passports will be regularly reviewed (each term) and your contribution will be welcomed.
- Homework will be adjusted as needed to your child's individual needs.
- The student's planner may be used to support communication between school and home.

In addition:

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN/D Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEN/D? (Also see accessibility plan)

- The school has benefitted from extensive, modern extensions to the original 1920s building. These extensions have complied with all accessibility legislation and include ramps, lifts and disabled wc/shower room.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school's accessibility plan outlines current priorities and plans for improving accessibility in the school environment.

How do we enable pupils with SEN/D to engage in the range of activities in school (along with those pupils without SEN/D)?

- We have high expectations for all of our pupils, including those with SEN/D.
- Where there is a barrier to a young person with SEN/D participating in any school activity, including extra-curricular activities or school trips, we work hard to remove the barrier. This might include, for example, making the activity more accessible to a physically disabled pupil, rescheduling activities to allow for medical requirements, improving the staff to student ratio, or assisting with the costs associated with the activity.
- During every termly SEND review a child with SEND and their parents/guardians will be asked about whether their child is involved in any extra-curricular activities. This information is logged and monitored as it is vital that pupils with SEND have the same opportunities available to them as Non-SEND students.
- Full risk assessments are undertaken ahead of trips or other special activities to ensure the health and safety of SEN/D pupils is maintained.

How have we made school information accessible to children with SEN/D?

- School information such as letters, reports and curriculum materials are provided in a clear and easy to read format.
- Where an individual has needs which affect the accessibility of printed information, teachers and support staff endeavor to provide this information in an accessible format.
- The school's accessibility plan outlines current priorities and plans for improving accessibility of school information.
- Examples of this include:
 - Providing worksheets and other materials on coloured paper for pupils with a visual impairment, dyslexia or visual stress
 - Using software to improve the accessibility of electronic material on interactive whiteboards
 - Using pdf copies of textbooks in lessons
 - Supplying electronic copies of worksheets so they can be modified into a different font or font size
 - Providing large print versions of English set texts

- Providing modified copies of school information such as timetables, grade sheets and maps.
- We have a selection of designated SEND laptops which can be provided for students with SEND to support the enlarging of material.

What support is available for improving the social, emotional and mental development of pupils with SEN/D?

- Peer awareness sessions can be offered during PSHE lessons according to the pupil's needs and hope to increase awareness amongst the other students about the difficulties of the individual concerned (always with the fully informed consent of the pupil and their parents).
- A referral for appointments with the school counsellor can be made where appropriate
- Regular meetings with the SENDCo or SEND assistant where strategies and support is offered
- External providers such as the Sensory Inclusion Service (SIS) offer regular appointments to facilitate the social inclusion of the young person with a vision or hearing impairment.

How do we ensure that pupils with SEN/D are not treated less favourably than other pupils?

- The school has a duty under the Equality Act 2010 to ensure that pupils with SEN/D are not discriminated against and to make reasonable adjustments to ensure a young person with SEN/D can be included in the whole of school life.
- We carefully consider the needs of all young people with SEN/D and are committed to making judgements on an individual basis to ensure needs are met and that no pupil is disadvantaged.
- The SENDCo carefully monitors the use of school, sanctions and rewards to ensure that SEN/D pupils are not over or under represented. In addition, wider school opportunities and admissions to Universities for students with SEND is also monitored against non – SEND students.

How do we evaluate the effectiveness of our provision for SEN/D pupils?

- All young people with SEN/D are encouraged to discuss with staff members any issue which is causing them concern.
- All pupils are made aware of the procedures to follow and who to speak to if they have any issue in school. This might be a friendship, academic or pastoral concern.
- Regular review meetings are held with the young person with SEN/D to review their academic progress, the provision made for them as an individual and to provide a forum for the young person to air their views.
- Provision made in school is regularly reviewed strategically by the SENDCo and Head teacher to ensure it continues to be effective.

11. Complaints Procedure

Should parents/guardians wish to make a complaint with reference to Newport Girls High School Academy's SEN/D Information Report they are advised to contact the:

- Head teacher; Mr. M J Scott
- SEN/D Governor; Mrs. L Peters

Review

This SEN/D Information Report will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, it will be reviewed and revised immediately.

Date of SEN/D Information Report: September 2021.

Date of next review: September 2022.

12. GLOSSARY OF TERMS

IEP	Individual Education Plan
SEN/D Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEN/D	Special Educational Needs and or Disabilities
SaLT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCo	Special Educational Needs and or Disabilities Coordinator
ASC	Autistic Spectrum Condition