



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Special Educational Needs and Disability Policy

Governing Body Policy

2025-2026

History Log

Last Revised	Revised by	Ratified by Governors	Next Review Date	Timescale
September 2022	A Heppeler	23rd November 2022	October 2023	Annual
September 2023	A Heppeler	22nd November 2023	October 2024	Annual
September 2024	A Heppeler	27th November 2024	October 2025	Annual
September 2025	H Birring	24th September 2025	October 2026	Annual

Contact: Mrs H Birring, SENCO

A forward-thinking community with a tradition of excellence

Special Educational Needs and Disability Policy

Statement of Entitlement

At Maidstone Grammar School for Girls we aim to enable all students with Special Educational Needs and Disabilities (SEND) to reach their full potential and to be fully included in the life of the school community.

All teachers are teachers of students with additional educational needs and high quality personalised teaching is the key to ensuring students achieve their potential.

Our aim

To ensure that all students, including those with SEND are happy and are supported in school to enable them to achieve their academic targets. We will do this by:

- Identifying and providing for all students with SEND to enable them to access the curriculum that is appropriate to their age group.
- Identifying the SEND requirements of students joining the school and planning appropriately for those students' needs.
- Being alert to the needs of all students who may develop SEND throughout the school, and to adapt to meet their needs.
- Working within the guidance provided in the SEND Code of Practice 2015.
- Operating a "whole student, whole school" approach to the management and provision of support for SEND.
- Ensuring that staff are aware of the needs of the students identified as having SEND and that they regularly assess their progress.
- Providing support and advice for staff working with students who have SEND.
- Ensuring there are strategies, resources and support from outside agencies if necessary to help staff meeting the SEND needs of the students they teach.
- Building & maintaining a partnership with parents and students so that the support is appropriate to their needs to enable them to make progress.

Compliance

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012.
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013.
- Schools SEN Information Report Regulations (2012 & 2014).
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Teachers Standards 2012
- JCQ Access Arrangements, Reasonable Adjustments and Special Consideration.

This policy needs to be read in conjunction with the following school policies:

- Accessibility Plan
- Administration of Medicines policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Children in Care Policy
- Examinations Policy
- Safeguarding Policy
- Supporting students with medical needs policy
- Complaints procedure
- Equality statement
- E Safety Policy.

This policy was developed with the SENCO, Senior Leadership Team and representatives from the governing body and will be reviewed annually.

Our SENCO is Mrs H Birring, who is a qualified teacher and who has the National Award for SEN Co-ordination accreditation e. Our SEND Link Governor is Mrs A Crittenden

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision being made for him or her.

A student of compulsory school age has a learning difficulty 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 mainstream schools or mainstream post 16 institutions. (SEN COP 2015).

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more minor than trivial’ (SEN Code of Practice 2015).

The kinds of special educational need for which provision is made at the school

At Maidstone Grammar School for Girls we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Condition (ASC), mental health conditions and other learning difficulties. For kinds of special educational needs which

do not occur as frequently and with which the school is less familiar, we can access training and advice so that these kinds of needs can be met.