



Maidstone Grammar School
for Girls

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Special Educational Needs and Disabilities (SEND) Information Report

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History Log

Last Revised	Revised by	Ratified by Governors	Next Review Date	Timescale
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Dear Parents and Carers

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



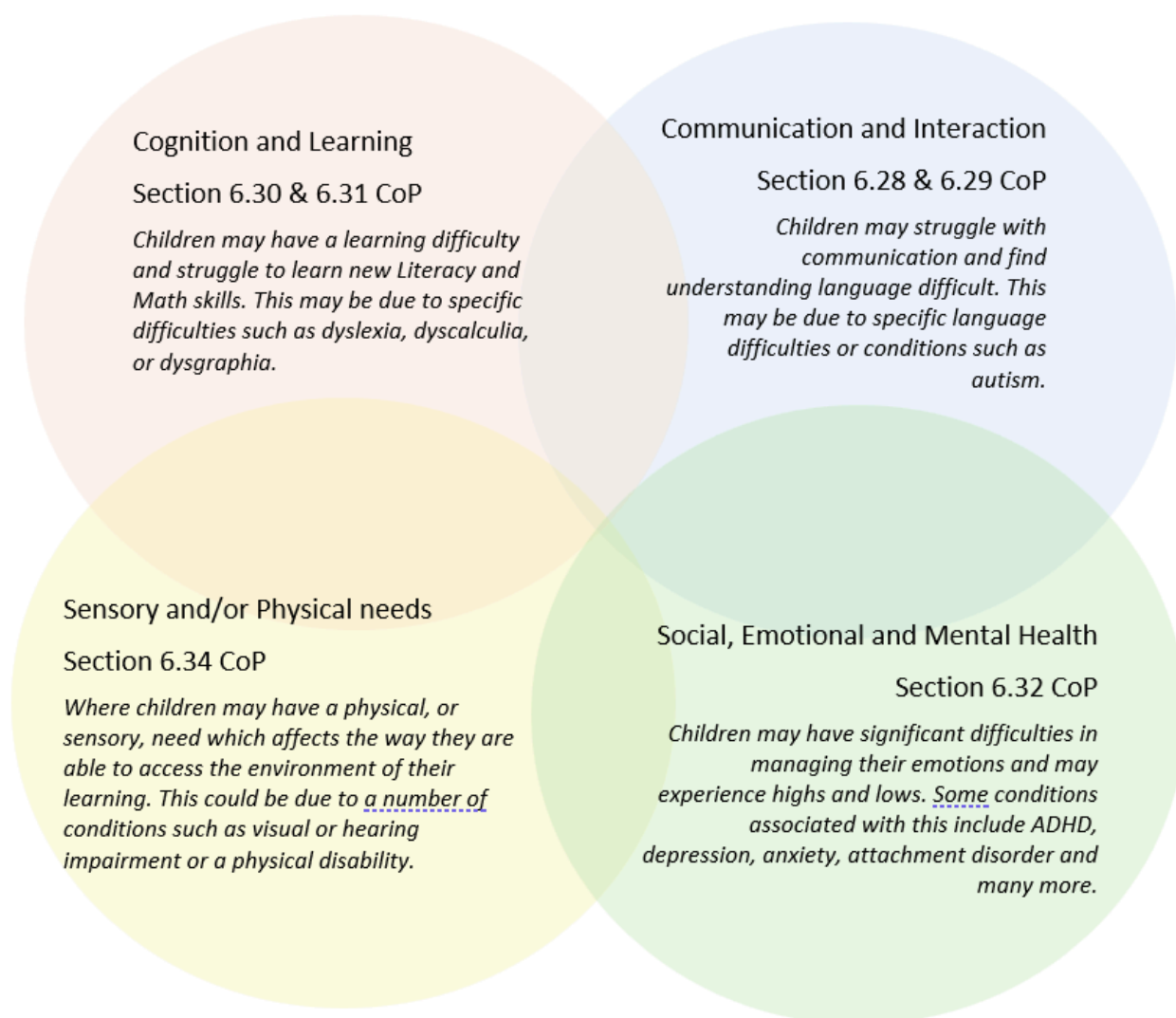
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our [website](#).

Note: If there are any terms we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?

At MGGS all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.



Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Heather Shave.

Mrs Shave is a qualified teacher and has been a PE teacher at the school since 2005 and has extensive pastoral experiences as a Head of Year for 7 years., Mrs Shave is part of the Extended Senior Leadership Team.

She is currently completing the NPQSENCO qualification.

The SEND Team

We have a number of support staff within the SEND team, to provide pastoral and academic support and intervention, as well as fulfil important administrative tasks.

Miss Beasley - SEND and Medical Needs coordinator (KS3)

Mrs Roche - SEND and Medical Needs coordinator (KS4 and 5)

Mrs Young - Teaching Assistant and SEN administrator

The SEND Team are trained to deliver SEN provision and targeted interventions including the This is Me programme.

Class/subject teachers

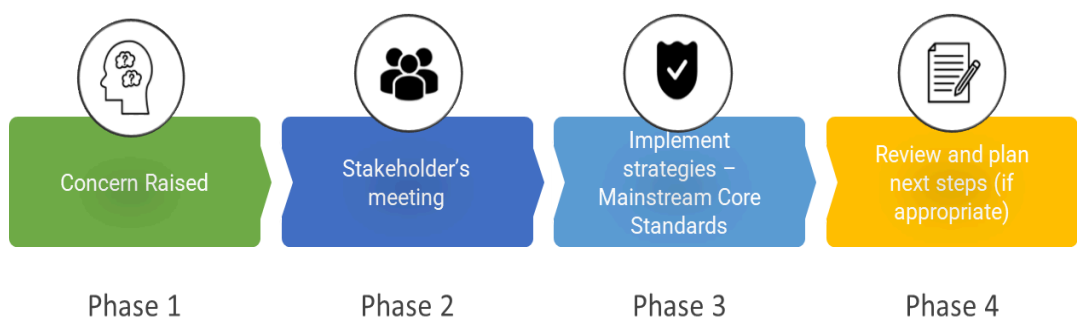
All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and Young People's Mental Health Services (CYPHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- CBT practitioners
- Safeguarding services
- Attendance Liaison Officer
- School nurses (Kent School Health)
- SEND Inclusion Advisor
- Specialist Teachers
- Speech and language therapists
- Voluntary sector organisation
- Counsellor

3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school via central@mggs.org so that the Head of Year and SENCO are aware.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they first of all try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Examples of extra support offered include subject support sessions, peer mentors, learning mentors and an after school staffed homework club; this will not imply that the pupil has a special educational need. All such provisions will be recorded, tracked and evaluated. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

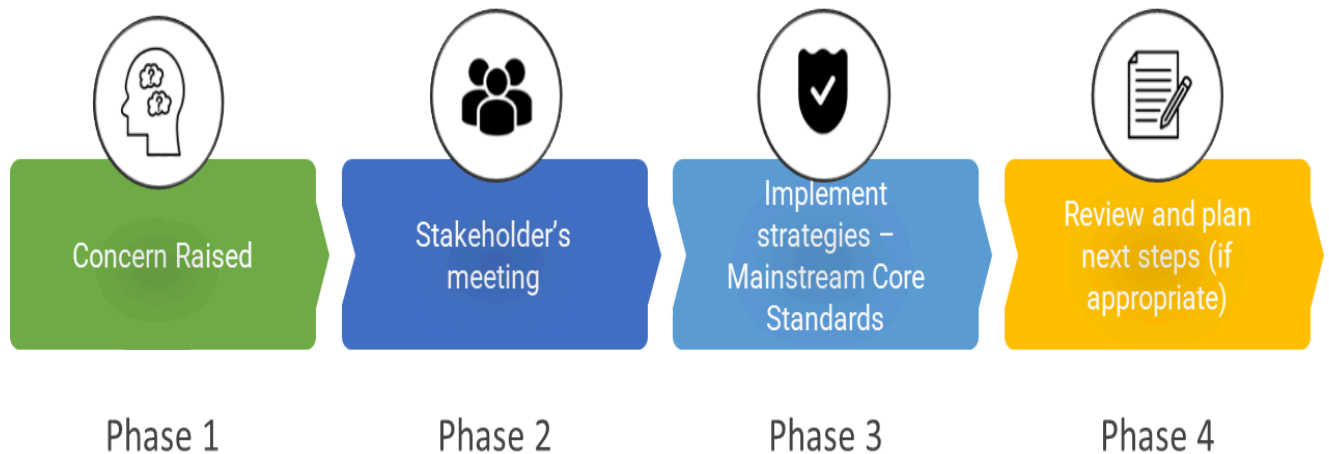
If, following this normal provision, improvements in progress are not seen, we may contact parents to discuss the use of internal or external assessments which will help us to address these needs better, if appropriate. Parents will be actively supported to contribute to assessment, planning and review.

For a student identified as having a Special Educational Need, additional resources and different approaches may be required to enable the pupil to make better progress. These will be shared with parents, put into a SEND Provision Plan to be reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is

normally available. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action other than differentiated teaching in the classroom by the class teacher.

Sometimes, a pupil may be making good progress academically, but may struggle with emotional regulation, mental or physical health, sensory needs and as a result may have attendance or behaviour concerns. The Graduated Approach as outlined below will be applied in order to identify and implement strategies and interventions for a pupil.

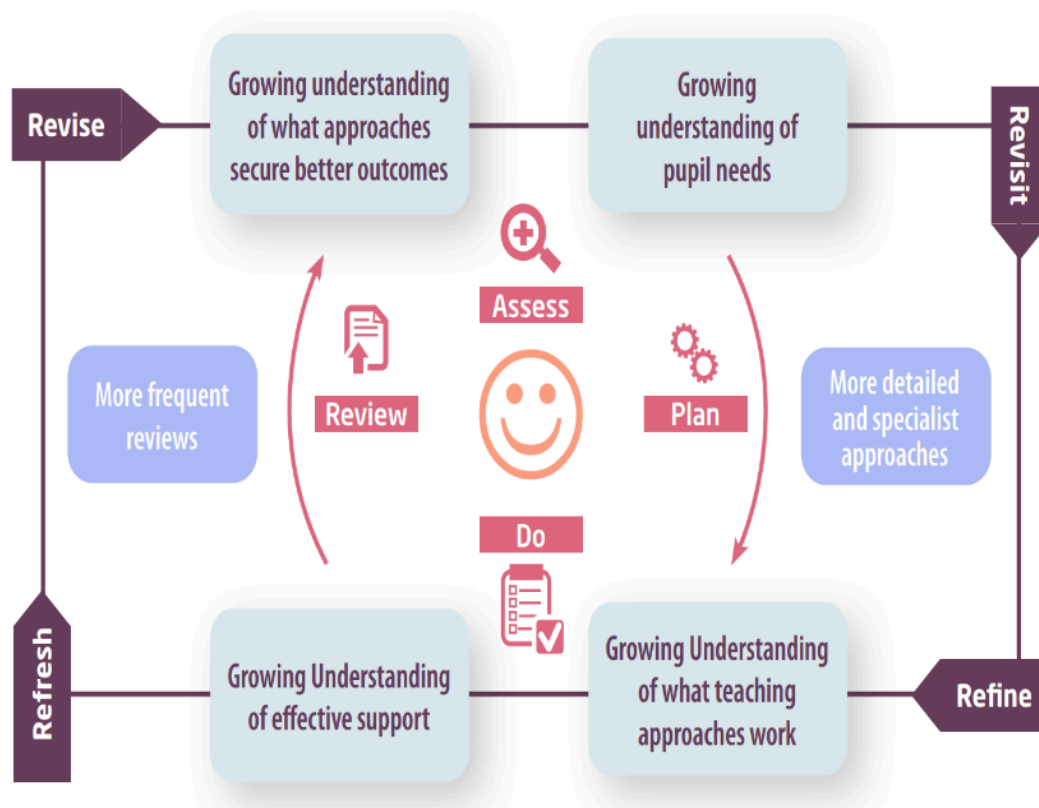
The same process is followed if a concern is raised by the school.



5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

MGGS Graduated Approach

Level	Provision	Examples of support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	• Quality First Teaching • A broad and balanced curriculum to support differentiation and inclusion. • Assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback	• Differentiated planning and outcomes • Pupil aware of targets • Teacher assessment • Tracking reviews	• Subject Teachers • Form tutors
2	Early intervention support	In addition to level 1 • Inclusion of parents and student to discuss difficulties and support • Support within class through small group and individual support • Additional group or individual programmes for curriculum support outside of lessons, such as attendance at lunch surgeries or peer mentoring. • Form tutor mentoring	• Differentiated planning and outcomes • Pupil aware of targets • Teacher assessment • Tracking reviews	• Subject teachers • Form tutors • Learning mentors • Heads of Department • Heads of Year
3	Targeted, additional support	In addition to Level 1-2 • Inclusion of parents and student to discuss difficulties and support • Investigation of strengths and needs • Early intervention and personalised provision • Differentiation of the curriculum to meet individual learning needs • Additional group or individual programmes for pastoral support, such as meeting with Learning Mentor, peer mentor, CBT or counselling. • SENCO made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) • Referrals for diagnostic assessments	• Differentiated planning and outcomes • Discussions and reviews with student • Tracking reviews • Meetings with student and parents	• Subject teachers • Form tutors • Learning mentors • Heads of Department • Heads of Year

4a	Additional Needs Targeted, intensive additional support. Needs met by Quality First Teaching.	In addition to Levels 1-3 • Diagnosis of need or on pathway • Personalised support and resources • Differentiation of the curriculum to meet individual learning needs	• Meetings with parents/carers • Tracking reviews - SENCO, HODs and HOS	• Subject teachers • Form tutors • Learning mentors • Heads of Year • Heads of Department • SENCO / SEND Team
4b	SEN Support Targeted, intensive additional support above Quality First Teaching.	In addition to Levels 1-4a • Identified needs impact learning • Individual Provision Plan • Multi-professional planning and coordinated support e.g. School Health, CBT, CAMHS. • Inclusion of parents and student to discuss needs and provision through Assess - Plan - Review - Do cycle of targeted intervention three times a year (review of provision plan)	• Provision Plan reviewed 3 times a year • Meetings with parents/carers • Multi-agency meetings • Tracking reviews - SENCO, HODs and HOS	• SENCO / SEND Team • Heads of Year • Heads of Department • Leadership Team
5	EHCP Provision over and above that which would be expected at universal and targeted support levels because student's needs are exceptional, severe, complex and long term.	In addition to Levels 1-4 • Mainstream core standards met, and evidence showing that student not making progress and needs not able to be met with in-school provision. • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support, including with Local Inclusion Advisors. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum (e.g Teaching assistant, AV1 Robot)	• EHCP provision plan review termly meetings with parents/carers and completion of review paperwork • Annual Review Meeting and Report • Annual Review Report	• SENCO/ SEND Team • Leadership Team

		• Individual modifications to the curriculum • Personalised resources • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • EHCP Provision plan reviewed three times per year and EHCP review completed annually. • Access to an adapted environment if appropriate (including use of AV1 Robot)		
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6. How will I be involved in decisions made about my child's education?

Each review of the SEND provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, including tracking reviews, which will show whether adequate progress is being made. If the pupil is able to make good progress using additional and different resources (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed, parents will be notified.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap.

If these assessments do not show adequate progress is being made, the Provision Plan will be reviewed and adjusted.

We will provide reports on your child's progress at least twice a year and you are invited to discuss your child's progress at a parents' evening once a year. In addition, we are happy to arrange meetings outside these times.

If your child is on our SEN register as SEN Support, a member of staff who knows your child well will meet you up to three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a student voice exercise.

8. How will the school adapt its teaching for my child?

Making provision for students with SEND

"High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good-quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered" (SEN Code of Practice 2015, 6.37)

Your child's teachers are responsible and accountable for the progress and development of your child.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Where a training need is identified beyond this we will find a provider who is able to deliver it. The cost of training is covered by the notional SEND funding.

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance, PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day. For some pupils with the most need for help in this area, we also can provide access to a counsellor, mentoring, peer mentoring support, external referrals, time-out space in our Hub for pupils to use when upset or dysregulated.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font,
- Scaffolding lesson materials
- Teaching Assistants or support staff will support pupils appropriately depending on presentation of need and/or provision as outlined in an EHCP.
- Use of the Mainstream Core Standards
- These interventions are part of our contribution to Kent County Council's local offer.

We may also provide the following interventions:

- Regular check-ins with pastoral/SEN staff
- Counselling
- CBT sessions
- Peer mentoring
- Sensory circuits
- This is Me
- Quiet space to eat at lunchtime

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals regularly
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Reviewing progress at each Tracking Review
- Using Provision Plan review meetings to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan).



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in-class support
- Use of AV1 Robot
- Further training for our staff
- External specialist expertise.

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All of our extra-curricular activities and school visits are available to all our students. All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in other out of lesson activities such as Sports Day, House Arts etc. Where it is necessary and where resources allow, the school will use any resources available to it to provide additional support.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school also currently meets the needs of pupils with an Education, Health and Care Plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. Pupils have to have been Grammar Assessed.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

13. How does the school support pupils with disabilities?

See [Accessibility Plan](#) for more information.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are supported by a pastoral team comprising of a form tutor, Head of Year, Learning Mentor, SEND and Medical Needs coordinator and SENCO. In addition we have school counsellors that pupils can be referred to by staff.
- Pupils can be referred to the NHS CBT team. Pupils with SEND are encouraged to be part of the school community and groups (school council, EDI ambassador).
- Pupils with SEND are also encouraged to be peer mentors to promote teamwork/building friendships
- Interventions and a sensory room to support self-regulation
- Bullying in any form is not tolerated at this school. By promoting our school motto 'Non sibi sed omnibus' and our RISE values in all areas of school like, we actively encourage pupils to be kind and supportive of one another.
- Our personal development programme (PSHE days, assemblies and tutor times) covers a range of topics including: Anti-bullying, Being an ally, Neurodiversity, Anti-Racism.
- Where there are reports of bullying, the school will act swiftly and thoroughly to investigate. Please refer to our [Anti-bullying](#) policy for further details.

15. What support is in place for looked-after and previously looked-after children with SEND?

The Designated Teacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. All feeder schools are visited by a member of MGGS staff in the summer term prior to transition.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Pupils are invited in to visit the school prior to our main induction day and their first day in September.

In preparation for the transition between Key Stages, pupils are helped with the selection of their option choices through Options presentation evenings and parents evenings. In year 11, all pupils will receive a Transition meeting to discuss their post-16 options.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed

choices and decisions and also to feel confident to express their views and wishes about education and future aspirations.

www.kent.gov.uk/iask

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO or Senior Leadership Team to resolve the issue before making the complaint formal to the chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

19. Supporting documents

- Accessibility Plan
- Allergy policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Children in Care Policy
- Complaints procedure
- Equality statement
- E Safety policy
- Examinations Policy
- Mental Health and Wellbeing Policy
- SEND Policy
- Supporting students with medical needs policy
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- Mainstream Core Standards.

20. Exams Access Arrangements

Students will be entitled to examination access arrangements as set out by the Joint Council for Qualifications (JCQ) guidelines published at the start of each academic year. The school must obtain the appropriate evidence, to be shown during a JCQ inspection, in order to allow a student an examination concession. Students entitled to receive 25% additional time due to a learning need will have the appropriate “Form 8” completed in accordance with JCQ regulations (these are not necessary for students receiving additional time due to medical conditions).

21. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, which explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.

