



Reading Girls' School  
Succeeding Together

Name of Policy	SEND Policy
Scope of Policy	All Staff, Pupils, Visitors, Volunteers and Families
Approved by	Principal
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GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

At Reading Girls' school are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We are committed to providing every pupil, including those with Special Educational Needs and Disabilities (SEND), with access to a broad and balanced curriculum. Our aim is to create an inclusive environment where provision is tailored to individual needs and abilities, enabling all pupils to thrive and achieve their full potential.

Our vision is to foster curiosity, resilience, and independence, empowering pupils to become confident learners and responsible citizens. We uphold our core values of **Excellence, Kindness, Respect, and Empowerment**, ensuring that pupils with SEND are valued, celebrated, and supported to succeed.

In practice, our arrangements for pupils with SEND reflect these values in the following ways:

- **High-Quality Teaching:** Our first response to meeting pupils' needs is through adaptive, inclusive classroom practice, supported by continuous professional development for staff.
- **Early Identification:** We act swiftly to identify and assess individual needs, working closely with parents, carers, and specialist professionals to ensure appropriate support is in place.
- **Graduated Approach:** We follow the Assess–Plan–Do–Review cycle to provide personalised, evidence-based provision which is regularly reviewed and adapted to ensure progress.
- **Inclusion and Wellbeing:** Pupils with SEND are fully included in the life of the school – academically, socially, and personally – and are supported to develop confidence, independence, and resilience.

- **High Aspirations:** We encourage pupils with SEND to aim high, fulfil their aspirations, and recognise their unique talents. We celebrate achievement at all levels and provide opportunities for pupils to contribute to the school community.
- **Partnership with Families:** We value the views of parents, carers, and pupils, involving them fully in decisions about support, provision, and future planning.
- **Preparation for Adulthood:** We equip pupils with the knowledge, skills, and confidence they need to make a successful transition into the next stage of their education, training, or employment, and ultimately into adulthood.

Through these commitments, we aim to remove barriers to learning, promote wellbeing, and ensure that all pupils – regardless of need or background – have the opportunity to flourish both in school and in the wider community.

### 3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
- › The governance guide for academy trusts which sets out trustees’ responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

### 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### 5. Definitions

#### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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 mainstream schools

**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.

## 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENDCO

The SENDCO at our school is Rhian Williams – [senco@readinggirlsschool.net](mailto:senco@readinggirlsschool.net).

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Principal and SEN Trustee to determine the strategic development of the SEND policy and provision in the school
- 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal and school Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The Board of Trustees

The Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

## 6.3 The SEND link Trustee

The SEND link Trustee is Mr Kendrick.

The SEND Trustee will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

## 6.4 The Principal

The Principal will:

- Work with the SENDCO and SEND link Trustee to determine the strategic development of the SEND policy and provision within the school

- › Work with the SENDCO and school Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENDCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- › Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

At Reading Girls' school, we recognise the importance of early identification in ensuring that pupils with SEND receive the right support to achieve their potential. Identifying needs as soon as possible allows us to put in place appropriate provision, remove barriers to learning, and promote positive outcomes.

**Our approach to identification is as follows:**

- **Initial Assessment on Entry:**
  - We will assess each pupil's current skills and levels of attainment when they start at the school.
  - This assessment builds on information from previous settings and Key Stages, including SEND data shared from primary schools or previous schools, to ensure the correct support is in place from the outset.
  - Pupils joining the school complete screening assessments to help identify any underlying needs. Those starting part-way through their school journey will also complete **CAT4 tests**, which provide valuable insight into ability and learning profiles.
  - Where appropriate, we will also consider evidence of disability and ensure that any reasonable adjustments required are put in place.
- **Ongoing Teacher Assessment:**
  - Class teachers regularly assess the progress of all pupils and will identify any whose progress:
    - Is significantly slower than that of their peers starting from the same baseline.
    - Fails to match or better their previous rate of progress.
    - Fails to close the attainment gap between them and their peers.

- Widens the attainment gap.
  - This includes progress in areas beyond attainment, such as wider development, social skills, or emotional wellbeing.
- **Response to Slow Progress:**
  - Where a pupil is identified as making slower progress, teachers will first provide targeted, high-quality, differentiated teaching.
  - If progress does not improve, the teacher will raise the concern with the SENDCO, who will review the case and discuss whether the lack of progress may indicate a special educational need.
  - At this stage, the SENDCO will involve parents or carers and, where appropriate, consider referral to external specialists for further assessment.
- **Important Considerations:**
  - Slow progress and low attainment do not automatically mean a pupil has SEND. We will always consider short-term factors that may temporarily affect learning, such as bullying, bereavement, or other wellbeing issues.
  - For pupils whose first language is not English, we will take particular care to ensure that any difficulties are not simply related to acquiring English as an additional language.
- **Decision-Making Process:**
  - When deciding whether a pupil requires special educational provision, we will begin with the desired outcomes — considering expected progress, attainment, and the aspirations of the pupil and their parents or carers.
  - We will then determine whether support can be provided by adapting our core teaching offer, or whether more specialised or additional provision is required.
- **Pupils with Existing Needs:**
  - Where pupils are joining the school with an **existing SEND profile, EHCP, or involvement from external agencies**, we will work closely with those agencies and previous schools to gather relevant information before the pupil starts.
  - This ensures that provision is put in place as early as possible to support a smooth transition and continuity of care.

Through this approach, we ensure that needs are identified quickly, accurately, and in partnership with pupils, parents, and professionals. This allows us to provide timely support that is appropriate, personalised, and effective.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- 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 and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey – provision map, and will be made accessible to staff in a pupil passport & individual education plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

- Reviewing interventions, with support staff providing feedback on the strategies used, their effectiveness, and any adaptations required to improve outcomes.

## 9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## 10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## 11. Expertise and training of staff

Our approach to staff training and expertise includes:

**Regular training and CPD:** All teaching and support staff receive training on strategies to support pupils with a range of needs, including specific areas such as autism, ADHD, dyslexia, speech and language difficulties, and social, emotional, and mental health needs.

**Continuous monitoring of training needs:** The Principal and SENDCO monitor practice and provision to identify staff who may require additional training, and ensure this is built into the school's continuous professional development (CPD) plan.

**Induction training:** New staff receive an induction which includes an introduction to the SEND policy, procedures, and expectations of inclusive practice.

**Support staff expertise:** Teaching assistants and other support staff receive regular training linked to the interventions they deliver. They also contribute to reviews of interventions, helping to evaluate what works well and where adaptations are needed.

**Use of outside expertise:** We work closely with external agencies and specialists, including the Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, CAMHS, and the Specialist Teaching Team. Where appropriate, these professionals provide targeted training, guidance, and coaching for staff.

**Collaboration and sharing of best practice:** Staff are encouraged to share effective strategies within departments and across the school, ensuring a whole-school approach to supporting SEND.

**Strategic oversight by the SENDCO:** The SENDCO holds the National Award for SEN Coordination (or is working towards it, as required by law) and provides ongoing guidance and support to colleagues. The SENDCO also keeps up to date with current research, legislation, and best practice, and disseminates this knowledge across the school.

Through this approach, we ensure that all staff have the skills, confidence, and support to meet the diverse needs of our pupils with SEND, enabling them to achieve their best outcomes.

## 12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social Care Services
- RISE Practitioner (Reading Inclusion Support in Education)
- BRIYM (Building resilience in Young Minds)
- Careers Advisors and Post-16 Transition Teams

## 13. Admission and accessibility arrangements

### 13.1 Admission arrangements

No student will be refused admission on the basis of their SEND unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources (The SEND Code of Practice, 2015, p172)

Students with Education and Health Care Plans (EHCP) are allocated school places through the Local Authority placement consultation process, which includes the school and parents/ carers. The school follows an admission policy which is available on the school website.

### 13.2 Accessibility arrangements

We are committed to promoting equality of opportunity for all pupils and ensuring that disabled pupils are not treated less favourably than their peers. We actively seek to remove barriers to learning and participation so that every pupil can fully access the curriculum and wider school life.

Steps we have taken to prevent less favourable treatment include:

Embedding an inclusive ethos across the school, where all staff recognise and support the diverse needs of pupils.

Making reasonable adjustments to teaching, resources, and school routines to ensure pupils with disabilities are not disadvantaged.

Providing staff training to raise awareness of equality and accessibility responsibilities.

Facilities to support accessibility include:

Lifts to ensure pupils with mobility difficulties can access all floors of the school.

A medical room for the safe storage and administration of medicines, as well as space for medical care when needed.

A fully equipped hygiene room to support pupils with personal care needs.

Accessible toilets located throughout the school site.

Adapted furniture, specialist equipment, and auxiliary aids provided as required (for example, writing slopes, adapted keyboards, or soundfield systems).

Access arrangements for examinations in line with JCQ guidance (for example, extra time, use of a reader, or a scribe, where appropriate)

The schools Accessibility Plan is available at: <https://www.readinggirlsschool.co.uk/page/?title=Policies&pid=403>

## 14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the Academic Mentor, Head of Year or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Principal in the first instance. They will be handled in line with the school's complaints policy which can be found on the [Thames Learning Trust's website](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see: [IASS](#) or [Kids](#). You can request mediation by contacting IASS [iass@reading.gov.uk](mailto:iass@reading.gov.uk) – Kids - [03330 062 835](tel:03330062835)

## 15. Monitoring and evaluation arrangements

### 15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

- We will evaluate how effective our SEND provision is with regards to:
- Staff awareness of pupils with SEND and use of inclusive strategies.
- How early and accurately needs are identified.
- Pupil progress and attainment, as well as wider development (confidence, independence, social skills).
- The impact of interventions, reviewed by staff delivering them.
- Attendance, behaviour and engagement of pupils with SEND.
- Whether pupils feel safe, valued and fully included in school life.
- Feedback from pupils, parents, carers and external agencies.
- Regular monitoring by the SENDCO, senior leaders and governors.

### 15.2 Monitoring the policy

This policy will be reviewed by SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Board of Trustees.

## **16. Links with other policies and documents**

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy