

Special Educational Needs and Disability Policy

(including Vulnerable students and accessibility plan)

Author:	ABY
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Version:	2

Version	Date	Updates
V2	September 2025	Update to key contacts

Associated Policies	<ul style="list-style-type: none"> • Admissions Policy • Anti-Bullying Policy • Accessibility Plan • Single Equality Policy • Complaints Policy
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NORTHAMPTON SCHOOL FOR GIRLS

1	Policy Statement
1.1	This policy has been updated in line with statutory guidance, the SEND Code of Practice (2015), changes within staffing in SEND and an audit of needs of students at Northampton School for Girls (NSG) during Spring 2024. It should be read in conjunction with the current SEND Information Report (http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made)
2.	Key Contacts
2.1	<p>Key Contact Details at Northampton School for Girls</p> <p>Head Teacher: Cristina Taboada-Naya SENDCO and Inclusion Leader: Julia Smallman SENDCO: Meg Nixon (<i>maternity leave</i>) Deputy Head: (line manager and DSL): Abigail Boddy</p>
3.	Aims
3.1	Northampton School for Girls will ensure that the special educational needs of students be addressed irrespective of ability, physical fitness, social class or psychological condition. The school will not label students nor use any organisational strategy which would disadvantage any particular group of students.
3.2	Northampton School for Girls works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student in order to achieve agreed outcomes. At Northampton School for Girls students with additional special needs engage in the activities of the school alongside students who do not.
3.3	At Northampton school for Girls it is the SENDCO who maintains, monitors and regularly reviews the SEND record held in respect of an individual student. However, it is the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that pupil receive provision appropriate to their needs and agreed outcomes.
3.4	All support provided, and decisions taken have regard to these general principles as well as the legal framework set out below.
4.	Legislation and guidance
4.1	<p>This policy and the annual SEND information report is based on the following:</p> <ul style="list-style-type: none"> • 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 SEND and disabilities. • The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report. • The Equality Act 2010 Advice for schools updated May 2014 • The Ofsted Section 5 Inspection Framework September 2019
5.	Defining and identifying the needs of students with SEND
5.1	<p>Special Education Need and Disabilities (SEND): The 2014 SEND Code of Practice defines a child or young person as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</p>
5.2	Disability:

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	Described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' Not all children and young people with a disability have SEND but often there is an overlap.
5.3	EHCP: Education, Health and Care Plan (EHCP), formally a Statement of Educational Need. A child or young person with an EHCP requires a particularly high level of additional and specific support beyond that of a mainstream student.
5.4	Higher Needs Funding: "Top Up" funding which schools can apply for to support students with a high level of SENDD needs. If agreed, the cost is provided from funding held by the local authority in their high needs block and the school must use this funding for the identified, individual student.
5.5	SEND Additional Needs (K): A child or young person defined as SEND Additional Needs must have an identified barrier to their learning which is resulting in them falling significantly behind their peers (in academic terms) or making limited academic progress in relation to their prior attainment.
5.6	(Please refer to the SEND Information Report 2023-2024 – for additional detail)
6.	Who is responsible for carrying out this policy?
6.1	<ul style="list-style-type: none"> • Provide appropriate training for teaching staff and teaching assistants. • Contribute to the development of the curriculum for those students whose programmes of study need modification. • Ensure that all legal requirements are met and that the details of the schools' specific provision is detailed in the SEND information report updated annually
6.2	<p>The SENDCO and Inclusion Leader will:</p> <ul style="list-style-type: none"> • Work with the headteacher and SEND governor 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 students with SEND, including those who have EHC plans. • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching. • Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students 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 students with SEND up to date.
6.3	<p>The SEND governor will:</p> <ul style="list-style-type: none"> • Help to raise awareness of SEND issues at governing board meetings. • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this. • Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
6.4	<p>The Headteacher will:</p> <ul style="list-style-type: none"> • 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 SEND and/or a disability.

6.5	Each class teacher is responsible for: <ul style="list-style-type: none">• The progress and development of every student in their class• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.• Working with the SENDCO to review each student's progress and development and decide on any changes to provision.• Ensuring they follow this SEND policy.
7.	Policy Review
7.1	This policy will be monitored as part of the Academy's annual internal review and reviewed on a three-year cycle or as required by legislature changes.