



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(to be read in conjunction with the SEND Information Report)

DATE: November 2025

REVISION DATE: November 2026

Contents

1.	Compliance and Legal Framework	3
2.	Supporting Students with Special Educational Needs and Disabilities (SEND)	3
3.	Aims and Objectives	4
4.	Definitions	4
5.	The 4 Areas of Need	4
6.	Roles and Responsibilities	5
7.	SEND Information Report	8
8.	Identifying Special Educational Needs.....	8
9.	A graduated response to SEND support.....	9
10.	Consulting and involving students and parents / carers	9
11.	Assessing and reviewing students' progress	10
12.	Our approach to teaching students with SEND	10
13.	Training and resources.....	10
14.	Enabling students with SEND to engage in activities available to those in School who do not have SEND....	11
15.	Student profiles.....	11
16.	Education, Health and Care (EHC) Plans.....	11
17.	SEN and disability tribunals	12
18.	Criteria for exiting the SEND register	12
19.	Preparing for adulthood.....	12
20.	Access arrangements	12
21.	Supporting students at school with medical conditions.....	12
22.	Funding	12
23.	Local Offer	13
24.	Monitoring and evaluation of SEND	13
25.	Storing and managing information	13
26.	Confidentiality.....	13
27.	Reviewing the policy	13
28.	Accessibility	13
29.	Dealing with complaints.....	13
30.	Bullying.....	13
31.	General.....	14
32.	Roles and Responsibilities	14

1. Compliance and Legal Framework

1.1. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and has been written with reference to the following guidance and documents:

- [Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND](#)
- [Equality Act 2010](#), which sets out the School's duties to make reasonable adjustments for students 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
- [SEND Code of Practice 0-25](#) (Update, Jan 2015)
- [The School Admissions Code](#), which sets out the School's obligation to admit all students 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
- [Schools SEND Information Report Regulations \(2014\)](#)
- [Health and Social Care Act 2012](#)
- [Mental Capacity Act 2005](#)
- [Children's Act 1989](#)
- [Statutory Guidance on supporting students at school with medical conditions \(2015\)](#)
- Supporting pupils with medical conditions at school (2017) which sets out school's responsibilities for education, health and care (EHC) plans, SENDCos and the SEND report
- [Teachers' Standards \(2011\)](#)
- [Keeping Children Safe in Education \(DfE 2025\)](#)
- [The Governance Handbook](#) and Competency Framework, which sets out Governors'/Trustees' responsibilities for students with SEND
- [Working Together to Safeguard Children](#) (DfE 2023)
- Safeguarding and Child Protection Policy
- The School's Funding Agreement and Articles of Association
- Accessibility Plan; and
- Supporting Students with Medical Conditions Policy.

1.2. This policy was created by the SENDCo and Assistant Headteacher: Student Support & Welfare (who is the Special Educational Needs and Disability (SEND) advocate on the Senior Leadership Team), in liaison with the SEND/Inclusion Link Governor.

2. Supporting Students with Special Educational Needs and Disabilities (SEND)

2.1. At Sutton Coldfield Grammar School for Girls, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our students whatever their needs or abilities. Our primary focus is to enable all students to participate in a range of activities which promote intellectual, personal, social and physical development and well-being.

This requires the delivery of a curriculum and extra-curricular activities which address equality of opportunity and are differentiated to reflect individual students' needs and abilities.

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

3. Aims and Objectives

3.1. AIMS

- To enable every student to have a love of learning, a positive resilient approach and a strong sense of community.
- To encourage high aspirations and have high expectations of all students in all areas of school life.
- To assist and support every student in overcoming barriers to achieving their potential.
- To enable full access to the curriculum for all students.
- To facilitate the involvement of parents/carers and students in decision making.
- To collaborate with education, health and social care services to provide appropriate support.
- To ensure that students are successfully prepared for adulthood, including independent living and employment.
- To ensure lessons are planned to address potential areas of difficulty and to remove barriers to student achievement.

3.2. Objectives

- To work within the guidance provided in the SEND Code of Practice (2015).
- To identify and provide for students who have special educational and additional needs.
- To operate a “whole student, whole school” approach to the management and provision of support for Special Educational Needs and Disability.
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work within the school’s Inclusion Policy.
- To provide support and advice for all staff working with students with special educational and additional needs.

4. Definitions

4.1. SPECIAL EDUCATIONAL NEEDS

A student has SEND 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.

4.2. DISABILITY

Students 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 students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5. The 4 Areas of Need

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

- 5.1. Interventions will be selected that are appropriate for the student’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students 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 do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1. The Governing Board has a responsibility to ensure that:

- The Board cooperates with the local authority in reviewing the provision that is available locally and developing the local offer
- There is a clear approach to identifying and responding to SEND, and that it does all it can to make sure that every student with SEND gets the support they need
- Parents are informed when the School is making special educational provision for their child
- An annual report is provided to parents on their child's progress

- A qualified teacher is designated as SENDCo for the School, that the key responsibilities of the role are set out and the effectiveness of how these are carried out are monitored
- The School has arrangements in place to support any students with medical conditions
- There is a designated teacher who oversees provision for 'looked after' children where appropriate
- Reasonable adjustments for students with disabilities are made in order to help alleviate any substantial disadvantage they experience because of their disability
- Appropriate policies and procedures are in place so that students with disabilities are not discriminated against, harassed or victimised
- Students with SEND engage in the activities of the School alongside students who don't have SEND, and have access to a broad and balanced curriculum
- A SEND information report is published on the school website, detailing how the School is implementing the SEND-policy and the School's accessibility plan
- Complaints procedures are developed, which will be made known to the parents/carers and student through a single point of access; and
- All students from Year 8 to Year 13 are provided with independent careers advice, which should be tailored appropriately for students with SEND.

6.2. The SEND Link Governor

The SEND Link Governor is Mrs J Redman,

The SEND Link Governor 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 headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the School.

6.3. The Headteacher has a responsibility to:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Be aware of the provision for students with SEND, and their progress, and an overview of the needs of the current cohort of students on the SEND register
- Monitor the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the School's CPD plan
- 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 local authority in developing the local offer
- 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 local authority in developing the local offer
- Ensure that the SENDCo has sufficient time and resources to carry out their duties
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- Regularly and carefully review the quality of teaching for any student at risk of underachievement, as a core part of the school's appraisal and performance management arrangements; and
- Ensure that teachers and appropriate support staff understand the strategies to identify and support vulnerable students and possess knowledge of the special educational needs most frequently encountered.

- With the SENDCo and teaching staff, identify any patterns in the School's identification of SEND, both within the School and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.4. The Role of the Special Needs and Disability Coordinator (SENDCo)

There is a named SEND coordinator for the School and a named Link Governor for SEND/Inclusion who has termly meetings with appropriate staff to monitor inclusion and accessibility, although the Governing Board as a whole is responsible for making provision for students with special educational needs. (see appendix 1)

6.5. The SEND coordinator (SENDCo) at our school is Mrs Donna Greenfield and, together with the Assistant Headteacher: Student Support & Welfare and the Governing Board, they play a key role in helping to promote inclusive practice, determine the development of the Special Educational Needs policy and coordinate appropriate provision to raise the achievements of students with special educational needs. The key responsibilities of the SENDCo include:

- Overseeing day-to-day implementation of the SEND policy
- Informing parents that their child may have SEND and then liaising with them about the student's needs and any provision made
- Providing professional guidance to colleagues and liaising and working with staff, parents and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students;
 - Coordinating the provision for students with special educational needs, including those who have EHC plans
 - Overseeing the maintenance of all records of students with special educational needs
 - With the Headteacher, monitoring to identify any staff who have specific training needs regarding SEND, and incorporating this into the School's plan for continuous professional development
 - Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
 - Being a point of contact for external agencies, especially the local authority (LA) and its support services, and working with external agencies to ensure that appropriate provision is provided
 - Liaising with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
 - When a student moves to a different school or institution: Making sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
 - Preparing and reviewing information for inclusion in the School's SEND information report and any updates to this policy
 - With the Headteacher and teaching and pastoral staff, identifying any patterns in the School's identification of SEND, both within the School and in comparison, with national data and using these to reflect on and reinforce the quality of teaching
 - Working with the Headteacher and Governing Board to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

6.6. Class Teachers have responsibility for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- 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 in provision
- Ensuring they follow this SEND policy and the SEND information report.

6.7. 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 student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

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

The School will take into account the views of the parent or carer in any decisions made about the student.

6.8. The Student

Students 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 student:

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

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

7. SEND Information Report

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

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

8. Identifying Special Educational Needs

8.1. The law states that a child has a special educational need where their learning difficulty or disability calls for special educational provision, namely provision that is different from, or additional to, that which is normally available to students of the same age.

8.2. The Code of Practice (2015) describes the four broad areas of need, however, the purpose of identification is to work out what action the school needs to take, not to fit a student into a category. We consider the needs of the whole child, not just their special educational needs and we recognise that a student may have needs that cut across all of these areas and that the needs can change over time. The four areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health; and
- Sensory and/or physical needs.

8.3. Underpinning all of our provision is the GRADUATED APPROACH cycle:



9. A graduated response to SEND support

- 9.1. The SEND Code of Practice (2015) requires that schools adopt a graduated response to meeting special educational needs that initially considers classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing.
- 9.2. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.
- 9.3. High-quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have SEND. The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the types of SEND most frequently encountered in our school.
- 9.4. The decision whether to make SEND provision results from the SENDCo working with the Head of Year, the parents/carers and the student, together with agencies such as the Educational Psychology Service and Student and School Support to consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This information includes formative assessment and early assessment materials.
- 9.5. If a student is known to have special educational needs when they arrive at the school, the Head of Year 7, the SENDCo, departmental and pastoral colleagues will:
 - use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support that student within class
 - ensure that on-going observation and assessment provides feedback about the student's achievements to inform future planning of the student's learning
 - ensure opportunities for the student to demonstrate their skills and understanding
 - develop a partnership with parents/carers and students to actively involve all parties in the planning and setting of targets for learning as recorded in the student profile; and
 - regularly review the effectiveness of any interventions and make any necessary revisions.

10. Consulting and involving students and parents / carers

- 10.1. The SEND Co-ordinator will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - Everyone develops a good understanding of the student's areas of strength and difficulty
 - Any concerns of the parents / carers are taken into account
 - Everyone understands the agreed outcomes sought for the student
 - Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents / carers. The School will formally notify parents / carers when it is decided that a student will receive SEND support.

11. Assessing and reviewing students' progress

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

11.2. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views; and
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

11.3. Teaching staff may conclude that the strategies they are using with a student are not resulting in the student learning as effectively as possible. In these circumstances they consult the SENDCo directly or via their Head of Year, to consider appropriate action. The starting point is a review of the strategies being used and how they might be developed. Evaluation of these strategies may lead to the conclusion that the student requires help beyond that which is normally available within that particular class or subject. Consideration will then be given to helping the student through a range of interventions.

11.4. It is the SENDCo who should ensure that assessments are carried out to show if adequate progress is being made. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to peers starting from the same attainment baseline, but less than the majority of the peer group
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in students' behaviour
- is likely to lead to appropriate accreditation; and
- is likely to lead to participation in further education, training or employment.

11.5. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

12. Our approach to teaching students with SEND

12.1. Teachers are responsible and accountable for the progress and development of all the students in their classes.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

13. Training and resources

13.1. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of

individual students. The calendar for professional development is arranged annually, linked to the School Development Plan and will reflect training needs of staff to equip them to deliver an inclusive curriculum tailored to the needs of our students.

14. Enabling students with SEND to engage in activities available to those in School who do not have SEND

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

14.2. All students are encouraged to take part in sports days, school productions and extra-curricular activities.

14.3. No student is ever excluded from taking part in these activities because of their SEN or disability.

15. Student profiles

15.1. Provision/action that is additional to or different from that available to all students will be recorded in an individual profile. This will often be written by the SENDCo and /or Heads of Year or other designated, trained members of the pastoral team but always in consultation with students, parents/carers and teachers. It may also involve consultation and advice from external agencies. The profile will set targets for the student and will detail:

- the short-term measurable and achievable targets set for, or by, the student
- the teaching strategies to be used identified from the student's pattern of strengths and weaknesses and the student's learning style
- the provision to be put in place; and
- when the plan is to be reviewed.

15.2. The Student Profile is reviewed at least every six months and the outcomes recorded. Students participate fully in the review process. Teaching staff are consulted and their feedback, together with assessment data, forms part of the review. Parents / carers are invited to participate in the target setting and review process and also to discuss success and/or exit criteria.

16. Education, Health and Care (EHC) Plans

16.1. For a few students, the support and interventions given by schools may not be sufficient to enable the student to make adequate progress. It may then be necessary for the school in consultation with parents and the external agencies involved, to consider an Education Health Care plan. Sutton Coldfield Grammar School for Girls will meet its duty to respond to the local authority within 15 business days, if it is named on a student's EHC plan.

- The school ensures that all those teaching or working with a child named in an EHC plan, are aware of the student's needs and that arrangements are in place in to meet them.
- The school requests a re-assessment of an EHC plan at least 6 months following an initial assessment, if a student's needs significantly change.

16.2. Reviewing an EHC Plan

Sutton Coldfield Grammar School for Girls will:

- cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- seek advice and information about the student prior to the annual review meeting from all parties invited
- send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting
- cooperate with the local authority during annual reviews
- prepare and send a report of the meeting to everyone invited within two weeks of the meeting; and

- ensure that a review of a student's EHC plan is undertaken at least seven months before transfer to another phase of education.

17. SEN and disability tribunals

Sutton Coldfield Grammar School for Girls will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

18. Criteria for exiting the SEND register

Following review at the end of a cycle, it may be agreed that a student no longer requires intervention or to continue to be included on the SEND database and the database will be amended to show that there was a need but that there is no longer a need. The student will continue to be monitored in line with the school's assessment and monitoring processes and concerns raised may trigger the cycle to recommence.

19. Preparing for adulthood

Sutton Coldfield Grammar School for Girls meets its duty to secure independent, impartial careers guidance for students with an EHCP, including:

- Preparation for adulthood with individual careers interviews with the Independent Careers Advisor for students from Year 9
- Helping students and their families prepare for the change in legal status once a young person is over compulsory school age
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND; and
- Helping students and parents/carers understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

20. Access arrangements

In order to meet the needs of students with SEND when taking examinations, the SENDCo will liaise with the Examinations Officer at the school and agree any relevant and fair access arrangements, following guidance from the Joint Council for Qualifications (JCQ) in their "Access Arrangements and Reasonable Adjustments" document [Regulations and Guidance - JCQ Joint Council for Qualifications](#). The student's profile, any assessment documents and their normal way of working will be taken into account when making these arrangements and the student will be consulted throughout and advised accordingly. The Examinations Officer will process the application to the JCQ once the SENDCo has gathered the necessary evidence and completed the relevant paperwork (Form 8 and Form 9).

21. Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in which case the SEND Code of Practice (2015) is followed.

22. Funding

Sutton Coldfield Grammar School for Girls allocates the appropriate amount of core per-student funding and notional SEND budget outlined in the local offer for the SEND provision of its students.

Personal budgets are allocated from the local authority's high needs funding block, and the school continues to make SEND provision from its own budgets, even if a student has an EHC plan.

23. Local Offer

Sutton Coldfield Grammar School for Girls cooperates with the local authority and local partners in the development and review of the local offer.

24. Monitoring and evaluation of SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated in line with the school's procedures.

25. Storing and managing information

The school complies with statutory requirements regarding storing and managing information and GDPR.

26. Confidentiality

The school will not disclose any EHC plan without the consent of the student's parents/carers with the exception of disclosure:

- to the SEND and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996
- on the order of any court for the purpose of any criminal proceedings
- for the purposes of investigations of maladministration under the Local Government Act 1974
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- to Ofsted inspection teams as part of their inspections of schools and local authorities
- to any person in connection with the student's application for disabled students' allowance in advance of taking up a place in higher education; or
- to the principal (or equivalent position) of the institution at which the student is intending to start higher education.

27. Reviewing the policy

The policy is subject to an annual review or sooner should there be changes in legislation or practice.

28. Accessibility

Details of the Accessibility Plan are available on the school website. This provides information on how the school complies with the statutory requirements.

29. Dealing with complaints

Concerns or complaints regarding SEND should be communicated to the SENDCo or the Assistant Headteacher: Student Support & Welfare in the first instance and resolved informally where possible. If this attempt at resolution is unsuccessful or a person is dissatisfied or wishes to take the matter further, then the formal Complaints Procedure should be followed (available on the school's website).

30. Bullying

30.1. All forms of bullying are unacceptable and will not be tolerated. Students are actively taught about tolerance, celebrating difference and diversity through the Personal Development programme, delivered through Personal Development lessons, assemblies and the wealth of activities offered during the school day. Every person has the right to be safe and happy in school. Please refer to the Anti-Bullying and Behaviour for Learning policies available on the school website for further information.

31. General

31.1. This policy should be read in conjunction with other school policies including Anti-Bullying, Safeguarding and Child Protection, Equal Opportunities, Behaviour for Learning and Supporting Students with Medical Conditions.

31.2. For further information on SEND at Sutton Coldfield Grammar School for Girls please refer to:

- The school's SEND Information Report on the school website or on application to the school. [Sutton Coldfield Grammar School for Girls - School Policies](#)
- The school's admission arrangements on the school website, or on application to the school. [Sutton Coldfield Grammar School for Girls - Admissions](#)
- Birmingham Local Offer <https://www.localofferbirmingham.co.uk/>

32. Roles and Responsibilities

Name	Role
Mrs J Redman	Link Governor for Inclusion and SEND
Dr B Minards	Headteacher
Mrs S Hart	Assistant Headeacher: Student Support & Welfare
Mrs D Greenfield	SENDCo

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Special Educational Needs and Disability Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved November 2025. To be reviewed in November 2026.

Policy/project lead and Author of Equality Impact Assessment:

D Greenfield

Outline of main aims of this activity/policy/project:

To assist and support every student in overcoming barriers to achieving their potential.

Who will benefit/be affected by this policy/activity?

Students of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

To assist and support every student in overcoming barriers to achieving their potential by fully accessing the curriculum offer

Having reviewed the potential impact of the policy/activity listed above, I believe a full impact assessment is NOT required

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, maternity/paternity, sexual orientation etc.

Name: Neil Eaton November 2025