



Special Educational Needs and Disability (SEND) Policy

Rationale

The staff at Bradford Girls' Grammar School have a shared responsibility for identifying and assessing the needs of all pupils to ensure they reach their full potential, by making adequate and appropriate provision.

Keeping Children Safe in Education statutory guidelines 2022 states that children with special educational needs and/or disabilities can face additional safeguarding challenges:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's difficulty/ disability without further explanation;
- Being more prone to peer group isolation than other children
- Pupils with a special educational need and/or disability may be more disproportionately impacted by bullying without outwardly showing any signs;
- Pupils with a special educational need and/or disability face significant communication barriers when making a disclosure.

In response teachers make provision, where necessary, to support individuals or groups of children academically to enable them to access and participate effectively in curriculum and assessment activities. Steps are also taken to fully include these pupils in the life of the school and support them through difficult times. The Principal, Senior Leadership Team, Special Educational Needs Coordinators and Governors ensure that teaching staff are supported and given the appropriate updated CPD in order to achieve this.

This policy complies with the statutory requirements laid out in the SEN Code of Practice 2015 (CoP), with reference to the following guidance and documents:

- Equality Act (2010)
- DfE 'Supporting pupils at school with medical conditions' (2015)
- DfE 'Keeping children safe in education' (2022)
- DfE 'Working together to safeguard children' (2019)
- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2015)
- The Special Educational Needs (Personal Budgets) Regulations (2014)
- Bradford Girls Grammar School SEND Information Report – available on our website
- Bradford Girls Grammar School Local Offer – available on our website

Definitions of Special Educational Needs and Disability (SEND)

A child or young person has 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:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.

Identifying SEND

Bradford Girls Grammar School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Four Broad Areas

The four broad areas identified within the SEN Code of Practice 2015 (p86) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs'. The SEN needs have been grouped into the broad areas below,

Communication and interaction

- Speech, Language and Communication Needs
- Autistic Spectrum Disorders

Cognition and learning:

- Specific Learning Needs including Dyslexia, Dyscalculia, Dyspraxia
- Moderate Learning Difficulties

Social, emotional and mental health difficulties

- Attachment Disorder
- ADHD/ADD
- Social Needs
- Emotional/Mental Health Needs including self-harm, anxiety, eating disorders, alcohol and substance abuse

Sensory and/or physical needs

- Visual Impairment
- Hearing Impairment
- Physical Disability

Many children and young people may have difficulties in one or more areas, and this should only be used as a rough guide. Children are not necessarily considered to have SEN who have

- Have English as an additional language
- Are a looked-after child
- Are entitled to pupil premium grant or pupil premium plus
- Have difficulties with attendance
- Have difficulties with punctuality
- Are a child/young person of servicemen/women

This policy ensures that curriculum planning and assessment for those with special educational needs or disabilities takes account of the type and extent of the difficulty experienced by the child, removing barriers to their learning and allowing them to achieve their full potential.

If at any point parents/carers are not fully satisfied with their child's education or the support they receive regarding this, they are entitled to make a complaint in line with the school's complaints procedure.

This policy is provided in accordance with the Children and Families Act 2014 and relates to children, young people with special educational needs (SEN), disabled children, and young people.

Arrangements for admissions

Admission arrangements for pupils with SEND are set out in the admissions policy (appendix 1).

Roles and responsibilities

Class/subject teachers

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving; every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

The Special Educational Needs Co-ordinators

The Special Educational Needs Co-ordinators manage the co-ordination, strategic development and implementation of the policy. Team meetings afford opportunities for both SENDCOs to meet with the Senior Leadership Team and teaching staff to ensure that their roles fulfil the commitment to:

- Oversee the day-to-day operation of the policy;
- Co-ordinate the provision for and develop and implement the responses to children's special needs;
- Advise on the graduated approach to providing SEND support with colleagues, parents and carers;
- Contribute to and manage the records of all children with additional educational needs;
- Monitor school-based assessments and analyse subsequent data that is generated as part of this process;
- Complete the documentation required by outside agencies and the LA;
- Act as the link with parents/carers so that they are actively involved in their child's education;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- Act as link with external agencies and other support agencies;
- Monitor and evaluate the special educational needs provision and report to the governing body;
- Manage a range of resources, human and material, linked to children with additional educational needs.

Roles and responsibilities of other members of staff and the governing body are outlined in appendix 2.

Facilities for Inclusion

Bradford Girls' Grammar School is a fully inclusive school where children have a broad and balanced curriculum and where children with special educational needs/vulnerable pupils are taught alongside their peers.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

School staff respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to provide support to overcoming barriers to learning.
- Planning for children's full participation in learning, and in physical and practical activities;
- Supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Providing appropriate support and allowing all pupils to access their learning through first quality teaching

Pupils have access to the whole premises. Reasonable adjustments are made to allow all pupils to access their learning and provide them with the resources they need to be able to participate fully in school life. All children are encouraged to participate in and offered the opportunity to access extra-curricular activities and the wider school life. This is further outlined in the vision for accessibility for BGGs, found in the Equal Opportunities Policy.

Resources

There is a budget for SEND provision for the school. The school uses a range of additional funding including where applicable, pupil premium, to provide high quality appropriate support for pupils with SEND.

The Principal informs the governing body of how the funding allocated to support special educational needs has been deployed and impacted on pupil outcomes.

Support staff are allocated to support children with Education, Health and Care Plans (EHCP) and those with additional needs and vulnerable pupils.

The Vice Principal and the Senior Phase SENDCO work closely on the effective allocation of support staff and funds to meet pupils' additional needs, including those with Education, Health and Care Plans (EHCPs). This process is conducted in Lady Royd Primary between the Head and the Primary Phase SENDCO. The SENDCOs and SLT liaise in producing the self-evaluation form and school improvement plan, both of which are linked to the Phase Provision Map to strategically improve inclusion across the school and outcomes for all pupils.

Identification, assessment and provision

The School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2021). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

A provision map / intervention map outlines all SEN support and is updated each term.

SEN support – Graduated approach

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, an initial concerns checklist is completed and discussed with the SENDCO.

This stage focuses on high-quality teaching targeting the pupil's area of weakness. The quality of teaching is monitored rigorously to ensure that as far as possible all pupils' needs are met. Teachers receive regular professional development in SEND to enable them to identify and support pupils who might be encountering problems (appendix 3). Teachers are responsible through quality first teaching for the progress and development of all pupils in their class as required by section 6.27 of the SEND Code of Practice 2015.

Pupils who have an identified area of need that cannot be addressed through Quality First Teaching or targeted intervention undertake additional assessments and may be referred for extra specialist support from a professional outside of the school. This could mean:

- The child has been identified by the class teacher/SENDCO (or parents may have raised concerns with school staff) as needing more specialist input in addition to Quality First Teaching.
- Parents will be asked to attend a meeting to discuss their child's needs, their attainment and review provision already in place. This provides an opportunity to share information between school and home which will help in planning the next steps through an holistic approach.
- Based on observations, assessment and discussion with parents the child may be considered to need SEND support. The SENDCO will refer to the Bradford Matrix of Need to ascertain the level of need. The Matrix of Need can be found here: <https://bso.bradford.gov.uk/content/send-documentation>
- The SENDCO will ask parents for their written consent to put their child on the SEND register in line with the Code of Practice.

Once the school has gathered all the information, we will:

- Establish a clear assessment of the pupil's needs.
- Plan, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implement the interventions, with the support of the SENDCO and subject teachers.
- Review the effectiveness of the interventions and making any necessary revisions.

A child will be taken off the SEND register where the school cycle of 'assess, plan, do, review' clearly shows that either:

- The needs of the child can be met through 'quality first' provision
- The child has reached and maintained the level of attainment appropriate for their age for at least or two terms
- Outside agencies have supported the pupil and advised that the pupil is no longer required to stay on the SEN register.

There a formal written record of each discussion held with the pupil, parents, and any external agencies involved. This is shared with all parties and a copy held for reference. An electronic up to date copy of the Person Centred Plan is held on the school network as required by section 6.71 of the code.

Tiers of Support

Once a pupil's Special Educational Needs and or Disability has been identified they are categorised by tiers (0 to 4) and placed on the SEND register if they are tier one or above. The SENDCO produces a Pupil Centred Plan (PCP) for any student that is tier 1 or above that includes all key information and strategies to support them and information for teaching staff to make sure that needs are highlighted and addressed. Each Tier of support is increased to meet the needs of the SEND pupil (appendix 4).

Supporting Pupils and Families

Bradford Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Bradford's Local Offer is available from the following website: www.localoffer.bradford.gov.uk

The school's SEND Information Report, available on the school website, outlines the school's statutory requirement.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Reviewing Education, Health and Care Plans

When reviewing Education, Health and Care Plans the School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.

Supporting pupils with Medical conditions

Where a pupil who has a Special Educational Need or disability also suffers from a medical condition their provision will be planned and delivered in a coordinated way with the health care plan. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extracurricular activities, such as school/class trips, performances and after-school clubs. The SENDCOs liaise with the school nurse in ensuring that a cohesive service is provided. This meets the requirements of section 6.11 of the code, and also The Children and Families Act 2014.

Storing and Managing Information

The following records are kept:

- Pupil Centred Plans – These are written and shared with parents and children and define individual targets and explain how they are to be achieved. Parents receive copies of these.
- Education and Health Care Plans/Statements – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything discussed at the review meetings is summarised and sent to parents.
- Literacy baseline assessment i.e. Grey Oral Reading Tests, 20:20 Reading etc – SENDCOs use these as an assessment tool on a regular, termly basis. It helps them to identify where SEN pupils have made progress and to set new targets. These will be shared in the Pupil Centred Plan Reviews.
- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEN Support Plans.

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school are treated as highly confidential and securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

Confidentiality

The school will only disclose any EHC plan with the consent of the pupil's parents/carer:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State 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 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- To the Principal (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

Access to a Broad and Balanced Curriculum

Small groups or individuals are occasionally withdrawn from the classroom in order to provide more targeted support. Support can be in the form of differentiation, relevant interventions and appropriate challenges as part of first quality teaching to allow all pupils to overcome barriers to their learning. This is shared and discussed in partnership with the subject teacher's/progress leaders. Section 6.73 of the SEND Code of Practice 2015 requires schools to record details of additional or different provision made under SEND support. If any pupil is accessing an alternative curriculum, then their progress is recorded using Management Information System.

External support

The SENDCO and relevant staff will continue to meet regularly with external stakeholders including SEND Advisory Teachers from the Inclusion Team, Local Authority SEND Link Officers, and Educational Psychologists. These meetings will take place online.

It is expected that, where pupils require the support of external partners, reasonable endeavours are made to ensure that the support takes place. This can be online, if appropriate.

CPD for staff

Needs are identified through Performance Management procedures and as part of the SEND improvement plan. CPD will also be planned to ensure staff can meet the particular needs of pupils. Training is available for all groups of staff, e.g., teaching assistants, NQTs, teachers etc. The SENDCO attends relevant SEND courses, network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

Transition arrangements

The SENDCOs attend annual reviews for pupils who are about to join the school community across the phases, and make arrangements to ensure that needs are met as soon as enrolment takes place (section 6.57 of the code)

Careers Guidance

Under section 6.13 of the code, pupils with a special educational need or disability are entitled to external careers advice just as their peers are. This provision is managed by a Progress Leader. The Senior phase SENDCO will exchange information with the advisors prior to them visiting the school, so that appropriate advice and guidance can be given.

Links with support services for SEND

The school is in regular contact with outside agencies that help in the assessment and monitoring process of SEND children. They also support the SENDCO and staff to ensure provision meets specific needs as identified. These include:

- LA SEN Officer
- Specialist Teachers
- Educational Psychology Department
- Behavioural Support Service
- Learning Support Service
- Speech and Language Therapist
- Occupational Therapist
- School Nurse.
- CAMHS - Child and Adolescent Mental Health service
- Specialist Local Authority support services, including for hearing and vision impairment

Partnership with parents

The governors annually evaluate the policy in action and its impact on pupil outcomes. Information from this is made freely available to parents/carers. There is named governor who has the specific responsibility for special educational needs.

We encourage parents/carers to make an active contribution to their child's education. Parents/carers may also take advice from the Parent Partnership Service. Any issues in relation to statements are raised at annual reviews, as part of parent/carer consultations or discussed with the SENDCO.

We have regular parent/carer consultations to share the progress of special needs children with their parents. We discuss with parents/carers if there is a need for any outside intervention, and we share the process of decision-making by providing clear information relating to the support and education of children with special educational needs and discussing with the parents/carers and children at all stages.

The SENDCO meets with parents annually, and information exchanged at these meetings will be formalised as a written report and shared with all parties, as required by section 6.64 of the code. The SENDCO has an open door policy and welcomes parents to phone or call into school to discuss any concerns they may have about their child.

Pupil Participation

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school should listen to the views of the pupil.

For pupils with SEND, we aim to involve the pupil in understanding his or her difficulties and what is needed to overcome them. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEND are given the opportunity to contribute to their termly reviews.

Parental Concerns regarding SEND

The school aims to be fair, open and honest when dealing with any concerns or complaint. All complaints are given careful consideration and dealt with as swiftly as possible. There is a clear procedure for complaints. This is found in the school's complaints policy and is available for staff and parents/carers.

Evaluating the Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCOs, the SEND Governor and the Vice Principal (Inclusion). Review of the policy will take into account:

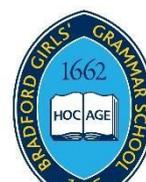
- The progress made by pupils with SEND at the school.
- The success of the school at including pupils with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Monitoring and review

The policy is reviewed on an annual basis; any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Reviewed: July 2022 (KMD)

Review Date: September 2023



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**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11. Girls only 11-16.

ADMISSIONS POLICY ENTRY SEPTEMBER 2023

(1) This document sets out the proposed admission arrangements for Bradford Girls' Grammar School (referred to as the Free School) in accordance with Annex B to the Funding Agreement between Bradford Girls' Grammar School and the Secretary of State. Any changes to the arrangements set out in this document must be approved in advance by the Secretary of State.

(2) The Free School will act in accordance with all relevant provisions of the statutory codes of practice, the School Admissions Code of Practice, and the School Admission Appeals Code of Practice as they apply at any given time to maintained schools and with the law on admissions as it applies to maintained schools. References in the codes to admissions authorities shall be deemed to be references to the Free School.

(3) From 2014 – 2015 the Free School will take part in the coordinated admission scheme for the Bradford Metropolitan District, participating in the admissions arrangements operated therein and have regard to its advice. In addition to these arrangements, the Secretary of State may direct the Free School to admit a named pupil to the Free School on application from a Local Authority. Before doing so the Secretary of State will consult the Free School.

(4) The Free School will be an all-through school, coeducational in the primary phase and all girls in the secondary phase.

(5) References in this document to 'parents' include guardians and carers.

ADMISSIONS ARRANGEMENTS APPROVED BY THE SECRETARY OF STATE PUPIL

ADMISSION NUMBERS (PAN)

(6) The Free School will have the following agreed admission numbers for the academic year 2023/24 and subject to any changes approved by the Secretary of State for subsequent years:

(a) The agreed capacity for Year 7 of the secondary phase (11-16) will be 145. Those girls from the primary phase requesting automatic transfer from the primary phase to the secondary phase in accordance with school procedures will be admitted however parents must also complete the Common Application Form (CAF) listing Bradford Girls' Grammar School as a preference if they wish their child to continue in Year 7. The remaining number of places will be offered to applicants being admitted from outside the Free School until Year 7 meets its capacity of 145.

(b) The agreed admissions for Reception of the primary phase (4-11) will be 56. That is the number of places that will be offered annually.

(7) The Free School may set a higher admission number than its published admission number for any specific year. Before setting an admission number higher than its agreed admission number, the Free School will consult those listed in the annual consultation procedure at paragraph 24 below. Pupils will not be admitted above the published admission number unless exceptional circumstances apply, and such circumstances shall be reported to the Secretary of State.

APPLICATION PROCESS

(8) Applications for places at the Free School are made in accordance with Bradford co-ordinated primary and secondary admission arrangements and will be made on the Common Application Form (CAF) provided and administered by Bradford.

(9) The Free School will also ask parents to complete a Supplementary Information Form (SIF) - **Parents should submit the SIF to the Free School at the same time as they submit the CAF to the Local Authority.**

(10) The Free School will use the following timetable for applications each year (exact dates may vary from year to year) which, whenever possible, will fit in with the common timetable agreed by the Bradford Admissions Forum to support a coordinated approach:

(a) **September:** The Free School will publish information about the arrangements for admission, including oversubscription criteria, for the following September e.g. in September 2022 for admission in September 2023. This will include details of Open Days and other opportunities for prospective pupils and their parents to visit the school. The Free School will also provide information to Bradford for inclusion in the composite prospectus as required

(b) **September/October:** The Free School will provide opportunities for parents to visit the Free School

(c) **October/November:**

(i) CAF to be completed and returned to the Local Authority

(ii) SIF to be completed and returned to the Free School

(iii) Local Authority to send applications to the Free School

(iv) The Free School holds a day when all Year 6 external applicants can sit the Fair Banding Assessments

(d) **Late December/Early January:** The Free School sends the list of pupils to be offered places to Bradford LA

(e) **February:** Bradford applies agreed scheme for own schools, informing other LAs of offers to be made to their residents

(f) **March 2023:** Year 7 place offers made to parents, **April 2023:** Reception place offers made to parents.

CONSIDERATION OF APPLICATIONS

(11) Children attending the onsite Lady Castle Nursery **will not be entitled to continue at the Free School in Reception without further application through the Local Authority.**

(12) **Girls in Year 6 of the Primary Phase** whose parents wish them to continue at the Free School in Year 7 are entitled to do so provided their parents make their intentions known by:

- . **Completing the Common Application Form (CAF) listing Bradford Girls' Grammar School as a preference if they wish their daughter to continue into Year 7**
- . **Completing the Automatic Transfer Form (ATF) for entry into the Senior School**

(13) The Free School will consider all applications for places in the primary and secondary phases. Where the number of applications is not more than the published admission number, the Free School will offer places to all those who have applied.

FAIR BANDING

(14) Fair Banding will be applied to all Year 7 applications to ensure a comprehensive intake. All applicants will be placed into 1 of 5 ability bands based upon the score achieved in the GL Assessment Non-Verbal Reasoning Test which will be taken by all Year 7 secondary transfer applicants to the Free School. The 5 ability bands will be constructed relative to the scores achieved by the pupils within a given cohort of applicants.

(15) Applicants will be placed in bands, such that, wherever possible there are an equal number in each band and wherever possible an equal proportion will be selected from each band.

PROCEDURES WHERE THE FREE SCHOOL IS OVERSUBSCRIBED – PRIMARY PHASE

(16) Where the number of applications for admission is greater than the number of places available, applications for the primary phase will be considered against the criteria set out below. After the admission of pupils with Education, Health and Care Plans where the Free School is named on the plan, the following criteria will be applied in the order in which they are set out as follows:

(a) Looked after children¹ and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted². Previously looked after children are children who were looked after but ceased to be so because they were adopted³ (or became subject to a child arrangements order⁴ or special guardianship order⁵). All references to previously looked after children mean such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

(b) Pupils for whom it is essential to be admitted to the primary phase because of special circumstances to do with significant medical or social needs evidenced by written professional advice. The definition of what constitutes medical or social needs is: "Bradford Girls' Grammar School is the only school that can meet the child's needs"

(c) Pupils who will have siblings in the school at the time they are admitted to the school. The term "sibling" means a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Free School. Parents will be required to produce birth certificates of both siblings to prove relationship. Where a family of multiple births (twins, triplets etc.) request admissions and only one of the siblings can be offered a place, the remaining sibling (s) will also be offered places above the admissions number.

(d) Applicants who are children of staff in either or both the following circumstances:

- Where the member of staff has been employed at the school permanently for two or more years at a time at which the application for admissions to the school is made, and/or
- The member of staff is recruited to fill a vacant post for which there is demonstrable skill shortage, and has successfully completed the probationary period

(e) If a tie-break is necessary in criteria 16(d) then the place will be offered to children living nearest to the Free School on the close of the admission application date. The distance will be measured as the direct line distance ('as the crow flies') between the child's permanent home address to the Free School's main entrance on Squire Lane. The school will use a Global Positioning System (GPS) based Geographic Information System (GIS) to establish straight line co-ordinate point to point distance between home and the school gate. The distance is measured to the exact Ordnance Survey point of each applicant's home. A child's permanent address is where he/she normally lives and sleeps and goes to school from. Where the child lives with split parents who have shared responsibility, it is for the parents to determine which address to use when applying for a secondary school. Proof of residency may be required at any time during or after the allocation process.

(f) The remaining places in the primary phase will be offered to pupils living nearest to the Free School on the close of the admission application date. The distance will be measured as the direct line distance ('as the crow flies') between the child's permanent address to the Free School's main entrance on Squire Lane. The school will use a Global Positioning System (GPS) based Geographic Information System (GIS) to establish straight line co-ordinate point to point distance between home and school gate. The distance is measured to the exact Ordnance Survey point of each applicant's home. A child's permanent address is where he/she normally lives and sleeps and goes to school from. Where the child lives with split parents who have shared responsibility, it is for the parents to determine which address to use when applying for a secondary school. Proof of residency may be required at any time during or after the allocation process.

PROCEDURES WHERE THE FREE SCHOOL IS OVERSUBSCRIBED - SECONDARY PHASE

(17) Where the number of applications for admission, in each band, is greater than the number of places available in that band, applications for the secondary phase will be considered against the criteria set out below. After the admission of pupils with Education, Health and Care Plans where the Free School is named on the plan, the following criteria will be applied, to each band, in the order in which they are set out below:

(a) Looked after children¹ and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted². Previously looked after children are children who were looked after but ceased to be so because they were adopted³ (or became subject to a child arrangements order⁴ or special guardianship order⁵).

arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

(b) Girls for whom it is essential to be admitted to the secondary phase because of special circumstances to do with significant medical or social needs evidenced by written professional advice. The definition of what constitutes medical or social needs is “Bradford Girls’ Grammar school is the only school that can meet the child’s needs”

(c) Girls who on the date of admission will have a sibling at the school. The term “sibling” means a full, step, half, adopted or fostered brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Free School. Parents will be required to produce birth certificates of both siblings to prove relationship. Where a family of multiple births (twins, triplets etc.) request admissions and only one of the siblings can be offered a place, the remaining sibling (s) will also be offered places above the admission number.

(d) Applicants who are daughters of staff in either or both the following circumstances:

- Where the member of staff has been employed at the school permanently for two or more years at a time at which the application for admissions to the school is made, and/or
- The member of staff is recruited to fill a vacant post for which there is demonstrable skill shortage, and has successfully completed the probationary period

(e) If a tie-break is necessary in criterion 17(d) then random allocation will be applied by allocating each applicant a number which will be randomly sorted by a computer programme. The process will be overseen by an independent scrutineer.

(f) THE REMAINING PLACES WILL BE OFFERED BY RANDOM ALLOCATION. RANDOM ALLOCATION WITHIN EACH OF THE 5 BANDS WILL BE APPLIED BY ALLOCATING EACH APPLICANT A NUMBER WHICH WILL BE RANDOMLY SORTED BY A COMPUTER PROGRAMME. THE PROCESS WILL BE OVERSEEN BY AN INDEPENDENT SCRUTINEER.

(g) Any remaining places will be offered by random allocation to applicants with siblings at the school but who have not submitted a SIF form to the school. The process will be overseen by an independent scrutineer.

(h) Any final remaining places will be allocated by random allocated to all other applicants who have not submitted a SIF form to the school. The process will be overseen by an independent scrutineer.

(18) If false or misleading information is used to gain entry to the Free School the offer of a place can be withdrawn.

WAITING LISTS

(19) Where in any year the Free School receives more applications for places than there are places available, a waiting list will operate. This will operate until the end of the summer term in the year of application. This will be maintained by the Local Authority, and it will be open to any parent to ask for his or her child’s name to be placed on the waiting list, following an unsuccessful application. A child’s position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in paragraphs (16) and (17) above as applicable. Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

ADMISSION INTO OTHER YEAR GROUPS INCLUDING REPLACEMENT OF PUPILS WHO HAVE LEFT THE FREE SCHOOL

(20) Subject to any provisions in the LA’s co-ordinated admission arrangements relating to applications submitted for academic years other than the normal academic year of entry, the Free School will consider all such applications and if the year group applied for has a place available, admit the child. If more applications are received than there are places available, then the relevant oversubscription criteria in paragraphs 16 (a)-(f) shall apply for the primary phase and in paragraphs 17 (a)-(h) for the secondary phase.

(21) Admission to such year groups without a published admission number will be based upon; the size of teaching groups already existing in the Free School and the efficient use of resources, up to a combined limit for the Free School and the child’s ability to access the curriculum in these years through reasonable modifications. However, each year group in both the primary and secondary phases that has been automatically transferred from the

predecessor school will have a maximum capacity of not more than the planned capacity for each subsequent Free School cohort.

EXCLUSIONS FROM OTHER SCHOOLS

(22) Notwithstanding any other provision of this document, the Free School may refuse admission to applicants who have been excluded from two or more other schools where one of such exclusions took place within the two preceding years. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose. The Free School may also refuse admission to a child (other than in the normal year of entry) in the specific and limited circumstances described in the statutory Code of Practice. In all the circumstances described in this paragraph, however, the Secretary of State may direct the Free School to admit such a child and that direction shall be binding on the Free School.

APPEALS

(23) Parents will have the right of appeal to an independent appeal panel if they are dissatisfied with an admission decision of the Free School. The appeal panel will be independent of the Free School and will be organised, established and operated by the Local Authority. The arrangements for appeals will be in line with the School Admissions Appeals Code published by the Department for Education as it applies to Foundation or Voluntary Aided Schools. The determination of the appeal panel will be made in accordance with the Code and will be binding on all parties. The Local Authority together with the Free School will prepare guidance for parents about the appeals process and provide parents with a named contact who can answer any enquiries parents may have about the process.

ANNUAL PROCEDURES FOR DETERMINING ADMISSIONS ARRANGEMENTS CONSULTATION

(24) Where no changes are made to these admissions arrangements the Free School is required to consult every 7 years. If changes are proposed a consultation will be held within the requirements of the School Admissions Code.

DETERMINATION OF ADMISSION ARRANGEMENTS

(25) Following consultation, the Free School will consider comments made by those consulted. The Free School will then determine its admission arrangements by 28th February of the relevant year and notify those consulted what has been determined.

PUBLICATION OF ADMISSION ARRANGEMENTS

(26) The Free School will publish its confirmed Admission Arrangements each year through:

- (a) copies sent to the offices of Bradford Local Authority
- (b) details made available on the Free School website
- (c) copies made available without charge on request from the Free School

(27) The published Admission Arrangements will set out:

- (a) the name and address of the Free School and contact details
- (b) a summary of the admissions policy, including oversubscription criteria
- (c) arrangements for hearing appeals
- (d) waiting list procedures

REPRESENTATIONS ABOUT ADMISSION ARRANGEMENTS

(28) Where any of those bodies that were consulted, or that should have been consulted, make representations to the Free School about its admission arrangements, the Free School will consider such representations before determining the admission arrangements. Where the Free School has determined its admission arrangements and notified all those bodies that it has consulted and any of those bodies object to the Free School's admission arrangements, they can make representations to the Secretary of State. The Secretary of State will consider the representation and in so doing will consult the Free School. Where he judges it appropriate, the Secretary of State may direct the Free School to amend its admission arrangements.

(29) Those consulted have the right to ask the Free School to increase its proposed published admissions number for any year. Where such a request is made, but agreement cannot be reached locally, they may ask the Secretary of State to direct the Free School to increase its proposed published admissions number. The Secretary of State will consult the Free School and will then determine the published admission number.

(30) The Secretary of State may direct changes to the Free School's proposed admission arrangements and, in addition to the provisions above, the Secretary of State may direct changes to the proposed published admissions number.

PROPOSED CHANGES TO ADMISSION ARRANGEMENTS BY THE FREE SCHOOL AFTER PUBLICATION

(31) Once the admission arrangements have been determined and published for a particular academic year the Free School will propose changes only if there is a significant change in circumstances. In such cases, the Free School must notify those consulted (under paragraphs 24 and 25 above) of the proposed variation and must then apply to the Secretary of State setting out:

- (a) the proposed changes;
- (b) reasons for wishing to make such changes;
- (c) any comments or objections from those entitled to object.

ACQUIRING THE SECRETARY OF STATE'S APPROVAL FOR CHANGES TO ADMISSION ARRANGEMENTS

(32) The Secretary of State will consider applications from the Free School to change its admission arrangements only when the Free School has notified and consulted the proposed changes as outlined at paragraphs 33 and 34 above.

(33) Where the Free School has consulted on proposed changes the Free School will secure the agreement of the Secretary of State before any such changes can be implemented. The Free School will seek the Secretary of State's approval in writing, setting out the reasons for the proposed changes and passing to him any comments or objections from other admission authorities/other persons.

(34) The Secretary of State can approve, modify, or reject proposals from the Free School to change its admission arrangements. Records of applications and admissions shall be kept by the Free School for a minimum period of five years and shall be open for inspection by the Secretary of State.

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

² A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

³ This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).

⁴ Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

⁵ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Appendix 2.

The role of teaching staff

The SEND Code of Practice states that all teaching and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers should : -

- Share parental/carers concerns and keep parents/carers informed.
- Use teacher assessments and professional judgement to identify vulnerable pupils, those with special educational needs or who are not making expected progress.
- Ensure children who are cited as having additional difficulties over and above those that can be met as part of first quality teaching (universal entitlement - wave 1 provision mapping) have a PCP.
- Identify a barrier or barriers to learning and effectively target those using SMART targets after liaison with the appropriate SENDCO.
- Identify and implement strategies outlined on a pupil's PCP.
- Identify the pupils they teach within the Key Stage who are classed as having an educational special need.
- Effectively deploy support staff to ensure special needs pupils access learning and progress.
- Monitor the effectiveness of the interventions put in place and adjust them as necessary.
- Review PCP's termly, working collaboratively with parents/carers and involving them as part of the process.
- Ensure that the SENDCO is informed of those with Special Educational Needs and work collaboratively to ensure a cohesive approach.

The role of HLTAs : -

Under an agreed system of supervision of an assigned qualified teacher:

- Plan challenging teaching and learning objectives to meet pupils' needs and interests;
- Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of pupils' interests and language and cultural backgrounds;
- Assist the SENDCO in implementing personalised alternative curricula according to pupils' specific needs
- Use ICT to support learning activities and develop pupils' competence and independence in its use;
- Develop and deliver structured teaching and learning activities for individuals, groups or whole classes, e.g. literacy, numeracy, early years, key stage 3 strategies;
- Use PCPs and adjust activities according to pupils' responses during lessons;
- Promote the inclusion of all pupils in the learning process;
- Supervise the work of teaching assistants and voluntary adult helpers who are supporting teaching and learning in the classroom, including the allocation, direction and monitoring of their work;
- Encourage pupils to work co-operatively with each other within an established discipline policy, anticipate and manage pupil behaviour and promote self-control and independence;
- Provide feedback for pupils in relation to progress and achievements;
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning;
- Record progress and achievement in lessons/activities systematically and provide evidence to the assigned teacher using objective and accurate feedback of the range and level of progress and attainment achieved.

- Provide constructive feedback, advice and guidance on pupil progress and achievement to parents, encourage the role of parents in pupils' learning and participate in meetings with parents.
- Administer and assess marked tests and invigilate exams/tests.
- Implement and assist with the development of policies and procedures relating to SEND; report concerns to the appropriate authorised person.
- Establish relationships and communicate with other agencies/professionals to support the achievement and progress of pupils;
- Assist with the development of appropriate multi-agency approaches to supporting pupils;
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend the work carried out in class

The role of teaching assistants : -

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first-aid and welfare matters;
- Supervise and support pupils ensuring their safety and access to learning so that they make progress;
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs;
- Promote the inclusion and acceptance of all pupils;
- Encourage pupils to interact with others and engage in activities led by the teacher;
- Encourage pupils to act independently as appropriate;
- Assist with the development and implementation of SEND related policies;
- Support the use of challenging and demanding expectations that promote self-esteem and independence;
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher;
- Support pupils consistently whilst recognising and responding to their individual needs;
- Employ strategies to recognise and reward achievement of self-reliance;
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils Learning;
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent;
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance;
- Using equipment as appropriate to maintain pupils' needs and supporting their participation in learning tasks and activities;
- Assisting in ensuring that the length of time spent on tasks and activities is consistent with the individual pupil's needs;
- Assisting pupils to fulfil the requirements of schemes of work and programmes devised by teaching staff.

The role of Governors : -

The SEND Code of Practice states that all governing bodies have important statutory duties towards pupils with special educational needs. Governing bodies, with the Principal, decide the school's policy and approach to meeting pupils' special educational needs for those with and without statements. They must set up appropriate staffing and funding arrangements and oversee the school's work.

The governors: -

- Have regard to the Code of Practice when carrying out their duties towards pupils with special educational needs.
- Admit children with special educational needs in line with the schools agreed admissions policy.
- Review this policy annually and consider any amendments in light of the review findings. The SENDCO reports the outcome of the review (monitoring and evaluation) to the full governing body.
- Produce the SEND information report annually after reviewing the SEND policy and the Local offer



Primary and Senior phase - SEND Concern Form

Completed by:		Date:	
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Pupil information - This form will be shared with all professionals & parents/carers involved with child

Name:		DoB:	Year group:	Class teacher:
Attendance % (less than 95%): Punctuality:		<i>(Please circle as appropriate)</i> CLA Pupil Premium SG Other:		Exclusions:
EAL Stage	Home language	Medical information		Specialist services - Health – Education - Social Services
General Concerns				

Baseline information – provide detail where there is an area of relative strength or difficulty

	Score	Areas of strength/weakness
Reading		
Writing		
Numeracy		

Teacher View

What are the child's strengths?	What does the child need help with?

Area of concern

Cognition and Learning	Communication and Interaction	Sensory and/or physical	Social, Emotional and Mental Health
May have: low levels of attainment across the board , difficulty in acquiring skills ,difficulty in dealing with abstract ideas and generalising .	Difficulties communicating with others / difficulties saying what they want to, understanding what is being said / social communication	Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties e.g mobility or gross motor or fine motor skills.	Challenging / disruptive behaviours / anxiety/ depression / self harming/ eating disorders / ADHD / ADD / AD

Please expand on any of the above

Language

Please explain areas of need below

Articulation and Speech Production (How clearly a speech sound is produced)	Expressive (How a person communicates)	Receptive (Comprehension of language)	Social and Functional
What does this mean? Children may have errors in speech for one specific sound, or a group of sound classes. For example, a child may say "tat" for "cat".	What does this mean? Expressive language skills include: facial expressions, gestures, intentionality, vocabulary, semantics (word/sentence meaning), morphology, and syntax (grammar rules).	What does this mean? Comprehension involves attention, listening, and processing the message to gain information. attention, receptive vocabulary, following directions, and understanding questions.	What does this mean? Social skills involve facilitating awareness and change in interactions based on general social rules and norms.

Please expand on any of the above

English –

Please tick and explain areas of need below

Reading		Writing		GPS	
Book band colour		Sentence formation / Word Order		Spelling age	
Phonics phase		Formation of ideas		High Frequency Words	
Reading age		Creative ability		Punctuation	
Decoding		Trouble reading back what is written		Phonics	
Blending		Handwriting		Can apply spellings in own work	
Comprehension		Writes slowly			
Inference		Lacks confidence			
Lacks confidence					
Fluidity of reading					
Expression					

Please expand on any of the above

Mathematics (please circle as appropriate)

Shape, space and measure	Using and applying	Calculation	Data Handling	Number	Other
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Please expand on any of the above

Behaviour for learning (please circle as appropriate)

Concentration Co-operation Engagement Self-control	Confidence Self-esteem Organisation	Age appropriate behaviours	Other
<p>How is this manifested in class/playground? Do they socialise with other children, able to follow a set of instructions, participate in class discussion, able to sit for expected amount of time, managing their reactions towards others, able to regulate their feelings.</p>	<p>How is this manifested in class/playground? Have they got a positive self-image, are they confident in small / large groups / will they speak out in the class, are they able to organise their belongings.</p>	<p>How is this manifested in class/playground? Are they able to interact with children of their own age. Are they able to complete age-appropriate tasks: cutting, shoe laces, writing</p>	
<p>Please expand on any areas circled above</p>			

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs?

What has been put in place at school	Impact	What has been put in place at home	Impact

Please provide as much detail as possible and attach evidence from a six week monitoring period

Child's perspective on strengths/additional needs/concerns

What am I good at?	What do I need help with?

Date handed to SENDCo:

Has data sheet been handed to SENDCo: Yes/No

Date meeting to be held with parents:

KMD TO COMPLETE FORM FROM THIS POINT

Parent Meeting to discuss the above concerns

Note of initial concerns meeting

This form will be shared with all parents/carers and professionals involved with the child.

Background information (including discussion with previous class teacher)	
Class teacher view's what the child is good at	Class teachers view what the child needs help with
Parent's views what the child is good at	Parent's views what the child needs help with
Pupil's views: what I am good at	Pupil's views: what I need help with
What do I want people to know about me?	
What are the desired outcomes for the pupil's progress for this period?	
In School Provision:	
What support will be provided at home?	

I give permission for my child to take part in any screeners and / or assessments that the school deem appropriate. I understand that these will be used by the school to gain a greater understanding of my child

and aim to identify any underlying needs they may have. I understand that this may include referrals to external agencies.

Signature of parent:

Signature of SENDCo:

Date:

Date:

Review :

Present:

Parent: yes / no. If no, how will review be communicated with parent/carer?

Progress towards outcomes

- 1.
- 2.
- 3.

Review decision:

Return to school monitoring / further class teacher led intervention / complete CFC form in which case list follow-up actions required : e.g. referral to other professionals, further assessment, TAC

SEND Concerns Form
Baseline Assessment Information

Name of baseline assessment/ screeners completed	Date	Outcome	Next Steps (e.g. refer to external agencies/ Put on SEND support, training)

Date discussed by inclusion team:

Referrals to external agencies	Date referred	Date of input	Next Steps

Actioned by:

Signature:

Date:

Appendix 4

Inclusion at BGGs – Tiers of support for individual pupils.

Tier	Pupil Premium	SEND support	EAL	Most Able
Tier 1 On track in all subjects No exclusions or C4s in a half term Attendance greater than 96%	Quality First Teaching and Learning Pastoral Support through the Form Tutor system Access to a wide range of Extra Curricular Activities			
	Trips half price D of E half price (year 9 onwards) Revision guides free (year 9 onwards) Revision materials free (years 9 onwards and years 7 and 8 where identified)	Person Centred Plan in liaison with the Young person and parent(s)/carer(s) Adapted timetable and/or TA support to meet individual needs.	New to English pupils – Adapted timetable as necessary to meet specific needs; bi lingual dictionary	N/a
Tier 2 Below track in up to four subjects Less than 2 C4 in a half term No exclusions Attendance 93%-95%*	As Tier 1 plus Form Tutor watch list Lighthouse intervention.	As Tier 1 plus Access Arrangements Break and lunchtime intervention	As Tier 1 plus Form tutor monitors student's attendance and behaviour Individual subject teachers intervene following data entry, referring to Generic Interventions sheet.	
Tier 3 Below track in more than four, but not all subjects More than 2 C4s in a half term One fixed term exclusion Attendance 90 – 92%*	As Tier1 /2 plus Phone call and/or meeting with parent(s)/carer(s). PP Co-ordinator Mentoring (at least a half term.) SEND referral	As Tier 1/2 plus Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored (at least a half term.) Parents are fully informed of school provision for child and involved in decisions about interventions to meets the child's needs. May include withdrawal on a time limited basis (targeted support) May include dropping optional subjects and completing "ASDAN programme"	As Tier 1/2 plus NTE Round Robin/EAL Data analysis (patterns across subjects) – TA support in targeted lessons. Meeting with parents (Interpreter present) Attendance to Homework / EAL club.	As Tier 1/2 plus Barriers to learning meeting with MA Co-ordinator Offer of Peer tutoring MA Co-ordinator input on curriculum intervention strategies

Tier	Pupil Premium	SEND support	EAL	Most Able
<p>Tier 4 Below track in all subjects More than 2 C4s in a half term More than one Fixed term exclusion Attendance less than 90%*</p>	<p>As Tier 1/2/3 plus Early Help initiated Support from Independent Attendance Consultant Pupil profile (Achievement, Attainment Behaviour)</p>	<p>As Tier 1/2/3 plus Significant cognitive impairment severely restricts access to the curriculum Assessment by a specialist teacher/Educational psychologist likely to be significantly below average range of cognitive ability, if this is the case then an EHCP application is made. Involvement from outside agencies to contribute reports for an application for EHCP. Support from Independent Attendance Consultant</p>	<p>As Tier 1/2/3 plus Literacy Intervention – adapted TT Behaviour report Pupil profile (Achievement, Attainment Behaviour) Subject specific advice from EAL/Literacy Co. Support from Independent Attendance Consultant</p>	<p>As Tier 1/2/3 plus Regular meetings with MA Co-ordinator Pupil profile (Achievement, Attainment Behaviour) Parental involvement M.A.report Subject specific tailored intervention Support from Independent Attendance Consultant</p>

*If attendance is the only criterion met, and there are no other academic or pastoral concerns then the Year Leader, Attendance Officer and Independent Attendance Consultant deal with this.