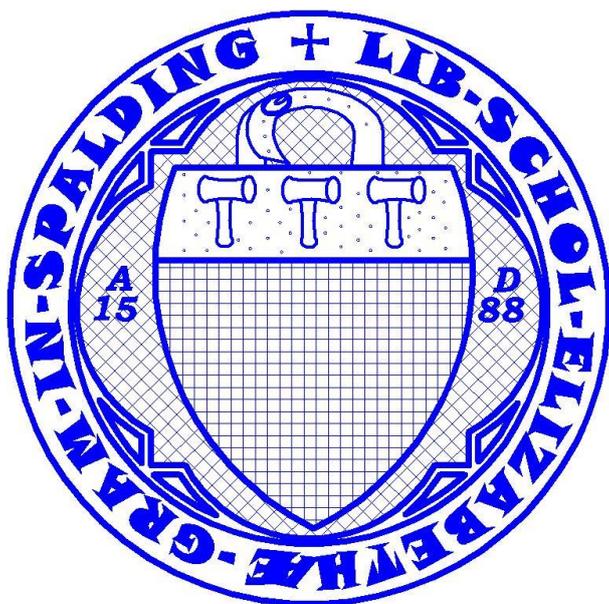


Spalding Grammar School



Special Educational Needs Provision Information for Parents (SEN Information Report)

Author:	J Lutton
Governor Committee:	Full
Review Cycle:	Annual (stipulated)
Next Review Date:	July 2019

1. How are Special Education Needs (SEN) defined?

A child or young person has 'special educational needs' if they have a learning difficulty or disability which calls for special provision to be made for them. The SEN Code of Practice (2014) says a child or young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institution.

Under the Equality Act 2010 (SEN Code of Practice 2014), a child or young person has a disability if he or she '... has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

Spalding Grammar School has an Additional Needs Register (ANR), which is a system for ensuring all staff are aware of the difficulties faced by those students with SEN. The ANR lists the students who receive additional support under the following two categories:

- ❖ **SEN Support** – where the pupil is receiving extra intervention to support them to achieve their expected progress.
- ❖ **Education Health Care Plan (EHCP)** – where the pupil has been identified as having needs that require a particularly high level of individual or small group teaching to access the curriculum. They will be entitled to support with learning and a high level of differentiation from class teachers.

In addition to those students on the ANR, there will be on-going small numbers of students who are identified by class teachers or through the pastoral system as possibly needing extra intervention. These students will be monitored, their learning needs assessed and if necessary their names will be added to the ANR and an intervention programme implemented.

2. Which of the School's policies provide for the identification and assessment of students with SEN?

The School's SEN Policy has been written with reference to the guidance contained within the SEN and Disability Code of Practice 2014.

Other School policies which relate to students with SEN are:

- ❖ Anti-Bullying Policy
- ❖ Behaviour Policy (including the Levels of Response Matrix and guidelines for Dealing with Pupils)
- ❖ Safeguarding Policy
- ❖ Cover Policy
- ❖ Gifted and Talented Policy
- ❖ Health and Safety, Environment and Fire Policy

3. How can my child get help in School?

Students in school will get support that is specific to their individual needs. This may be provided by:

- ❖ Subject teachers
- ❖ Their Link Teaching Assistant (TA)
- ❖ Other staff in school
- ❖ Staff who visit the School from Lincolnshire County Council (LCC), such as the Educational Psychologist, Sensory Education Support Service (SESS) or Speech and Language Therapy Service (SALT)
- ❖ Staff who visit from external agencies

How will teaching be adapted for my child with learning needs?

Where a student is identified as having SEN, the School will use its 'best endeavours' to ensure special educational provision is made for those who need it. A graduated approach involving a four-part cycle of Assess, Plan, Do and Review will be implemented. Information incorporating useful strategies and reasonable adjustments will be recorded in the students' Provision Mapping Document. In addition to this:

- ❖ Teachers plan lessons according to the specific needs of all students in their class, and will ensure that your child's needs are met
- ❖ Teaching Assistants will support your child's learning in the classroom if deemed necessary
- ❖ Specific resources and strategies will be used to support your child individually and/or in groups
- ❖ Planning and teaching will be adapted to meet your child's learning needs
- ❖ A personalised curriculum, tailored to meet the specific needs of your child, will be implemented if necessary

What are the different types of support available for students with SEN at SGS?

Type of support provided	What would this mean for your child?	Who can get this kind of support?
<p>Class teacher input via excellent targeted classroom teaching, Quality First Teaching.</p>	<p>Ensuring that the teacher has the highest possible expectations for your child and all students in the class.</p> <p>Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</p> <p>Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things such as using kinaesthetic learning and personalised teaching and learning approaches.</p> <p>Putting in place specific strategies (which may be suggested by the SENCO or external agencies) to support your child to learn.</p>	<p>All students in school get this as part of classroom practice.</p>
<p>Specific group work within a smaller group of students. This may be: In the classroom or outside. Delivered by a member of staff who has training to run these groups.</p>	<p>Your child's teachers will have carefully checked on your child's progress and will have decided that they have gaps in their understanding/learning and need extra support to enable them to make the best possible progress.</p> <p>A Teaching Assistant or the SENCO may run small group sessions.</p>	<p>Any student who has specific gaps in their understanding of a subject/area of learning.</p>
<p>Specialist individual sessions or small groups run in partnership with external agencies (e.g. SESS).</p>	<p>Your child will have been identified by the SENCO (or you will have raised your concerns) as needing specialist input instead of /in addition to outstanding classroom teaching and intervention groups.</p> <p>You will be asked to come to a meeting to discuss your child's progress and help plan</p>	<p>Any student with specific barriers to learning that cannot be overcome through Quality First Teaching and</p>

<p>And/or individual support for your child of less than 16 hours a week in school.</p>	<p>possible ways forward. You may be asked to give permission for the School to refer your child to a specialist professional, e.g. the Educational Psychologist. This will help the School and yourself to have a better understanding of your child's particular needs enabling more appropriate support in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include making changes to the way your child is supported in class. Support to set targets using their specialist expertise. A group run by the School staff under the guidance of the outside professional, e.g. a social skills group. Group or individual work with the external professional. School may suggest that your child needs some agreed individual support in school. They will explain how the support will be used and what strategies will be implemented.</p>	<p>school based intervention.</p>
<p>Specified individual support for your child of 16 or more hours.</p>	<p>The School (or you) can request that LCC carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in Lincolnshire's Local Offer. After a decision has been made and if your child does not need this level of support the School will continue with the support. If your child is awarded an EHCP, it will outline the level of support your child will receive and will indicate long and short term goals to enable your child to make the best possible progress.</p>	<p>Students whose learning needs are: Severe, complex and lifelong. Need more than 16 hours of support in school.</p>
<p>Specific support for your child on an individual basis and/or in small groups.</p>	<p>Staff are made aware of potential "triggers" that need to be taken into account when planning and delivering lessons. Personal and Careers Education (PACE) lessons. Social skills and life skills after school clubs. Anger Awareness small group intervention (6 sessions completed weekly at lunchtime). Confidential support from the Wellbeing Support Assistant. Referral to external agencies such as the Working Together Team, Healthy Minds or the Child and Adolescent Mental Health Service.</p>	<p>Students with social, emotional or mental health difficulties.</p>

How will we measure the progress of your child in school?

- ❖ Your child's progress is continually monitored by their teachers and their Vertical Form Tutor and Head of House.
- ❖ Their progress is reviewed formally four times a year; a grade based upon summative assessments which measure understanding of work covered and an effort grade are given for each subject.

- ❖ At each School reporting point, as Grade Sheets and Profiles are issued, the SENCO will review the progress being made by all students on the ANR and the effectiveness of the interventions they are receiving.
- ❖ Provision Mapping documents are reviewed bi-annually and updated as necessary.
- ❖ The progress of students with an EHCP is formally reviewed at an Annual Review with all adults involved with the student's education.

4. Who are the best people to talk to at school about my child's difficulties learning/special educational needs?

The **SENCO** is responsible for:

- ❖ Coordinating all the support for students with SEN and developing the School's SEN policy to make sure all students receive a consistent, high quality response to meeting their individual needs in school.
- ❖ Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- ❖ Liaising with external agencies, such as Speech and Language Therapists, Educational Psychologists, etc., who may come into school to support your child's learning.
- ❖ Updating the School's ANR.
- ❖ To provide specialist support for teachers and support staff at school so that they can help children with SEN make the best possible progress in school.
- ❖ The SENCO can be contacted via the School Office on 01775 765800, or by email (see Appendix A).

5. How are teachers in school supported to work with students with a SEN and what training do they have?

- ❖ Each member of the Additional Needs Team at SGS has an area of specialism (see Appendix B).
- ❖ The School has a training plan for all staff to improve the teaching and learning of students including those with SEN. This includes whole school information and training on SEN issues such as autism and dyslexia.
- ❖ Support staff attend training courses run by outside agencies that are relevant to the needs of specific students.

6. How has SGS been made accessible to students with SEN?

- ❖ We ensure that equipment used is accessible to all children regardless of their needs.
- ❖ We provide support via lunchtime Homework Club and afterschool literacy and Key Stage 4 mentoring sessions.
- ❖ The Wellbeing Support Assistant is available whenever necessary to support students with their emotional well-being and anger management.
- ❖ Key words and literacy resources are used across the School to support learning.
- ❖ The School has the following special facilities:
 - Space for 1:1 support.
 - A Wellbeing Room used for emotional and behavioural support sessions.
 - A team of qualified first aiders.
 - 5 disabled toilets.
 - 2 ramped entrances into the school building.
 - No split levels downstairs.
 - 2 lifts with wheelchair access.
 - A portable ramp for access on the first floor.

7. What support do we have for you as a parent of a child with SEN?

- ❖ We encourage communication between Home and School at all times to ensure consistency of support for your child and to share best practice.

- ❖ The SENCO or your child's Link TA are available to meet with, by arrangement, to discuss your child's progress or any concerns/worries you may have.
- ❖ All information from external agencies will be shared with you by the person directly involved, or where this is not possible, by the SENCO. The SENCO will also discuss, with you, any new assessments and ideas suggested by outside agencies for your child.

8. What arrangements exist for consulting students with SEN about their individual educational needs?

The School recognises that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all students are involved in monitoring and reviewing their progress with their subject teachers and Vertical Form Tutors. The School endeavours to fully involve all students by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning (self-assessment and self-evaluation, Assessment for Learning, Academic Tutorials).
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

In addition students who are identified as having SEN are invited to participate in:

- Provision Mapping reviews.
- Accessing instant help by letting their Link TA know of their short term requirements.
- Regular contact with their Link TA.
- Working with learning and behaviour mentors (e.g. older students).
- Participating in Annual Review Meetings.

9. Who do I contact if I have a complaint concerning the provision made for my child with SEN?

Any complaints relating to the provision for students with SEN will be dealt with in the first instance by the SENCO. The Complaints Procedure for Parents, available on the School website, should be followed.

10. Who might be consulted if the School feels that it cannot meet your child's needs?

When the needs of a student with SEN cannot be fully met by the School alone the following services might be called upon:

- ❖ Addaction
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Children and Young People Nursing Team
- ❖ Children's Therapy Services (including physiotherapy and occupational therapy)
- ❖ Community Paediatrician
- ❖ Early Help Team
- ❖ Educational Psychology Service
- ❖ Early Support Care Co-Ordination (ESCO)
- ❖ Healthy Minds
- ❖ Liaise (SEND Information, Advice and Support in Lincolnshire)
- ❖ Lincolnshire County Council Children's Services
- ❖ Lincolnshire County Psychology Service
- ❖ Lincolnshire Teaching and Learning Pathway
- ❖ Lincolnshire Young Carers
- ❖ Oncology, Palliative and Bereavement Team
- ❖ Physical or Medical Outreach Service
- ❖ Pilgrim Hospital School
- ❖ Sensory Education and Support Service
- ❖ Working Together Team
- ❖ Specialist Teaching Team
- ❖ Speech and Language Service

The support provided by these agencies will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and all the student's needs are catered for.

11. As a parent how can I contact support services?

Agency	Website	Telephone Number
LCC Children's Services – Additional Needs	www.lincolnshire.gov.uk/parents/schools/sen	01522 553332
LCC Children's Services – Customer Services Centre (for safeguarding concerns)	www.lincolnshire.gov.uk/lscb/the-lscb/reporting-concerns/124627.article	01522 782111
Liaise SEND Information, Advice and Support in Lincolnshire	www.lincolnshire.gov.uk/liaise/	0800 1951635

12. How will the School support your child when they move to another Year, Key Stage or education provider?

We recognise that “moving on” can be difficult of a student with SEN and take steps to ensure that any transition is as smooth as possible.

- ❖ When moving Years in school:
 - Information about your child will be shared with their new teachers.
- ❖ In Year 11:
 - Your child will be given the opportunity to meet with an independent careers advisor if they are considering moving to an alternative education provider. A Career Plan will be created.
 - If your child has an EHCP as part of the Annual Review process the School will support the student and parents to plan for the future. A Transition Plan will be created.
 - The SENCO will provide guidance on finding a new school/college for your child.
 - If necessary, the SENCO will liaise with the new school/college to arrange visits for your child.
- ❖ In Year 13:
 - The Sixth Form Pastoral Team and your child's Vertical Form Tutor support students and parents with university options and applications, apprenticeships and other career choices.
- ❖ If your child moves to another school:
 - We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child.
 - We will make sure that all SEN records about your child are passed on as soon as possible.

13. Where can we find Lincolnshire's Local Offer?

Lincolnshire's Local offer can be found on Lincolnshire's Family Services Directory website: search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2

Or via the LCC website:

www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/.

Appendix A: Contact details

The **SENCO** is Mrs Lutton: JLutton@spaldinggrammar.lincs.sch.uk

The **Assistant Headteacher** with responsibility for SEN is Mr A G Brooks

The **SEN Governor** is Mrs Hoult: Contacted via the Clerk to the Governors.

Appendix B: The Additional Needs Team

- **Mrs J Lutton, SENCO, Designated Teacher for Looked After Children, Deputy Safeguarding Lead, Teacher of Mathematics**
National Award for Special Educational Needs Coordination - Associate Member of the British Dyslexia Association (AMBDA) - SpLD Assessment Award (Practising Certificate holder) - Postgraduate Diploma in Dyslexia and Literacy - Postgraduate Certificate in Asperger Syndrome - QTS - Postgraduate Certificate in Education - BSc (Hons) Mathematics - Completed Inter Agency Safeguarding Children & Young People training - BSL Certificate (Level 1) - Team Teach trained.
- **Mrs E Fyson, Senior Student Support Supervisor (English)**
PG Cert in Dyslexia and Co-occurring Difficulties - BA (Hons) English – NVQ L3 in Learning Support - Advance Diploma in Language & Literacy – trained to support students for whom English is an additional language.
- **Mr C Evans, Student Support Supervisor (Mathematics)**
Certificate of Higher Education in Mathematics – National Autistic Society Essential Online training completed – Team Teach trained.
- **Mr S Evans, Student Support Supervisor (Literacy & PE)**
BA (Hons) Sports Journalism – completed Autism Awareness training – completed DBA: Supporting Students with dyslexia in the secondary classroom – Units of Sound practitioner.
- **Mrs D Grayson, Student Support Supervisor (Social Skills)**
BA in Youth and Childhood Studies - NVQ Child Care Learning & Development (Level 3) - City & Guilds Learning Support Assistant (Level 2) - First Aider - Team Teach trained.
- **Miss J Mayne, Student Support Supervisor (Literacy).**
PG Cert in SpLD (Dyslexia) - BSc (Hons) Earth Sciences - NVQ Children's Care, Learning and Development (Level 2) - Making Sense of Autism (Level 2) - First Aider - Team Teach Trained.
- **Mrs J Thompson, Wellbeing Support Assistant**
Introduction to Concepts in Counselling (Level 2) - Assist Suicide trained – EKLAN trained - First Aider – Team Teach trained.
- **Mrs S Yoxall, Student Support Supervisor (Science & Humanities)**
In the process of completing a BA (Hons) in History - PECS trained - TEACCH trained - Safe Talk and Assist trained and tutor trained.