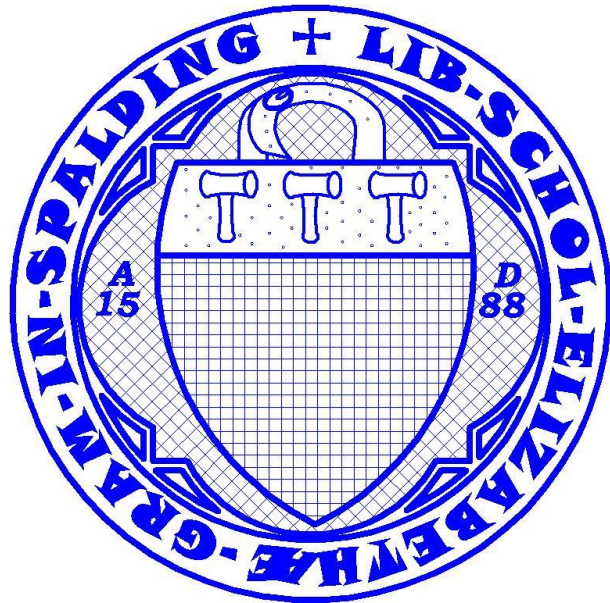


Spalding Grammar School



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

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Governor Committee: Full

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How are Special Education Needs (SEND) 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 SEND Code of Practice (2015) 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.

Under the Equality Act 2010 (SEND Code of Practice 2015), 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 individual needs of those students with SEND. The ANR is generated from the School's data management system, with an electronic copy being stored within the teacher only area of the School's MS TEAMS. The ANR lists the students who receive additional support under the following two categories:

- ❖ **SEN Support** – where the student is receiving extra intervention to support them to achieve their expected progress.
- ❖ **Education Health Care Plan (EHCP)** – where the student 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.

Which of the School's policies provide for the identification and assessment of students with SEND?

The School's SEND Policy has been written with reference to the guidance contained within the SEN and Disability Code of Practice 2015.

Other School policies which relate to students with SEND are:

- ❖ Admissions Policy
- ❖ Anti-Bullying Policy
- ❖ Behaviour Policy (including the Behaviour Response Grid)
- ❖ Child Protection and Safeguarding Policy
- ❖ Complaints Procedure
- ❖ Equality and Diversity Policy
- ❖ Health and Safety, Environment and Fire Policy
- ❖ School Attendance Policy

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
- ❖ Form Tutor/ Head of Year
- ❖ Their Link Teaching Assistant (LTA)
- ❖ Behaviour Support Team
- ❖ Safeguarding Officers
- ❖ Wellbeing Support Officer
- ❖ Other staff in school

- ❖ Staff who visit the School from Lincolnshire County Council (LCC), such as the 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 SEND, 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' Pupil Profile. In addition to this:

- ❖ Teachers plan lessons according to the specific needs of all students in their class, and use adaptive teaching methods to ensure that your child's needs are met
- ❖ Teaching Assistants may support your child's learning in a variety of ways including through intervention, small group work, or on a one to one basis
- ❖ 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

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?
Class teacher input via excellent targeted classroom teaching, Quality First Teaching.	Ensuring that the teacher has the highest possible expectations for your child and all students in the class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand. 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. Putting in place specific strategies (which may be suggested by the SENDCo or external agencies) to support your child to learn.	All students in school be getting this as part of classroom practice.
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.	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. A Teaching Assistant or the Deputy SENDCo may run small group sessions.	Any student who has specific gaps in their understanding of a subject/area of learning.
Specialist individual sessions or small groups run in partnership with external agencies (e.g. SESS).	Your child will have been identified by the SENDCo, Deputy SENDCo or Class Teacher (or you will have raised your concerns) as needing specialist input instead of, or in addition to, outstanding classroom teaching and intervention groups. You may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.	Any student with specific barriers to learning that cannot be overcome through Quality First Teaching and school based intervention.

<p>And/or individual support for your child of less than 16 hours a week in school.</p>	<p>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.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ○ 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. <p>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>Specified individual support for your child of 16 or more hours a week.</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.</p> <p>Following the assessment, if it is felt that your child does not need this level of support (i.e. an EHCP) the School will continue to support their needs as before, taking note of any recommendations made by LCC.</p> <p>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.</p> <p>Personal and Careers Education (PaCE) lessons.</p> <p>Discrete social skills support during lunchtime.</p> <p>Anger Awareness intervention on a 1:1 basis.</p> <p>Confidential support from the Wellbeing Support Officer, Emotional Literacy Support Officer or Behaviour Support Officer.</p> <p>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 Form Tutor and Head of Year.
- ❖ Their progress is reviewed formally four times a year at the end of a 9 week Phase; a grade based upon summative assessments which measure understanding of work covered and an effort grade are given for each subject.
- ❖ At the end of each Phase an individual student Data Sheet is produced which you will be able to access online via our Go 4 Schools platform. The SENDCo will review the progress being made by all students on the ANR and the effectiveness of the interventions they are receiving.
- ❖ Pupil Profiles are working documents, but they are formally reviewed 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.

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

The **SENDCo** is responsible for:

- ❖ Coordinating all the support for students with SEND and developing the School's SEND 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 SEND Register.
- ❖ Providing specialist support for teachers and support staff at school so that they can help children with SEND make the best possible progress in school.

The SENDCo can be contacted via the School Office on 01775 765800, or by email (see Appendix A).

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

- ❖ The School has an ongoing training plan for all staff to improve the teaching and learning of students including those with SEND. This includes whole school information and training on SEND issues such as autism and dyslexia.
- ❖ Support staff attend training courses run by outside agencies that are relevant to the needs of specific students.
- ❖ The school has an in-house Specialist Teacher and Exams Access Coordinator to support the needs of the students.

3. How has SGS been made accessible to students with SEND?

- ❖ We ensure that equipment used is accessible to all children regardless of their needs.
- ❖ We provide a safe and secure environment for students who require support at lunchtime and in after school Key Stage 4 mentoring sessions (Monday and Wednesday).
- ❖ The Wellbeing Support Assistant and Emotional Literacy Support Assistant are available whenever necessary to support students with their emotional wellbeing, anxiety and anger management. The Wellbeing Room and area outside is available for students to use if they need a quiet, safe space during the school day; use being monitored and support available if necessary.

- ❖ 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 accessible 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.

4. What support do we have for you as a parent of a child with SEND?

- ❖ We encourage communication between Home and School at all times to ensure consistency of support for your child and to share best practice.
- ❖ The SENDCo, 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 SENDCo. The SENDCo will also discuss, with you, any new assessments and ideas suggested by outside agencies for your child.

5. What arrangements exist for consulting students with SEND about their individual educational needs?

The School recognises that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all students are involved in monitoring and reviewing their progress with their subject teachers and 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, Reflecting and Acting on Feedback Time (RAFT)).
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

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

- 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).
- Pupil Profile reviews.
- Participating in Annual Review Meetings.

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

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

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

When the needs of a student with SEND cannot be fully met by the School alone the following services might be called upon (not an exhaustive list):

- ❖ withyou (previously 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)
- ❖ Family Action
- ❖ Healthy Minds Lincolnshire
- ❖ Liaise (SEND Information, Advice and Support in Lincolnshire)
- ❖ Lincolnshire Centre for Grief and Loss (Lincoln)
- ❖ Lincolnshire County Council Children's Services
- ❖ 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
- ❖ Specialist Teaching Team
- ❖ Speech and Language Service
- ❖ Working Together Team

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.

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

Agency	Website	Telephone Number
LCC – Identifying and supporting SEND	https://www.lincolnshire.gov.uk/start-send/identifying-supporting-send/5	01522 553332
LCC – Reporting a safeguarding concern	https://www.lincolnshire.gov.uk/safeguarding/report-concern	01522 782111
Liaise SEND Information, Advice and Support in Lincolnshire	www.lincolnshire.gov.uk/liaise/	0800 1951635
Lincolnshire Parent Carer Forum	www.lincspcf.org.uk	07925 232466

9. 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 for a student with SEND 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. An Action 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 SENDCo will provide guidance on finding a new school/college for your child.
 - If necessary, the SENDCo 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 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 SENDCo and ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all SEND records about your child are passed on as soon as possible.

10. How does the school assess, review and evaluate the effectiveness of its provision for SEND students?

The progress of the SEND cohort within school is tracked by the SEND Lead. The effectiveness of intervention is monitored as appropriate. SLT hold regular Learning Walks/Observations to review the effectiveness of provision. We track the progress of all students so that the support provided is as effective as possible. High quality teaching, scaffolded for individual students, is fundamental to progress. Robust quality assurance procedures in school ensure that students have the best possible learning experiences in the classroom and that teachers have a detailed understanding of strategies to identify and support vulnerable students.

The effectiveness of individual provision for students with EHCPs or SEN Support plans will be evaluated, using the provision map, during the course of annual reviews and meetings as part of assess, plan, do, review cycles. Appropriate targets are set in order to ensure sustained progress is being made. Parents/carers will have clear information about the impact of the support and interventions to enable them to be involved in planning next steps. Progress is reviewed regularly with students, parents and relevant staff through, for example parent's/carers evenings and SEND Support meetings. This provides an opportunity to seek parents and students' views as well as through annual student and parent voice surveys.

11. What support is available for improving the emotional, mental and social development of students with SEND?

There is a supportive pastoral system and close collaboration with external agencies which ensures students are supported in their emotional and social development. The school has a child protection and safeguarding team in place and all staff are fully trained in how to respond if they have any concerns or doubts about the safety and welfare of any student. The school's pastoral system of Form Tutors as well as a dedicated Wellbeing Support Officer means that all students have someone that they can approach in difficult times. This provides an opportunity for students to share their concerns without other students being present.

We are also proactive in our PACE curriculum targeting and responding to relevant issues affecting young people. Students with SEND have additional support from the SEND department and Teaching Assistants. All students on the register and some on the monitored list have a link TA who they meet with on a regular basis for extra support. In addition, we offer targeted extra-curricular activities, such as calm/quiet club manned by a TA to allow students a calmer environment during lunch. Students who have emotional needs will be referred to the Wellbeing Support Officer. Where necessary, outside agencies will be accessed to provide specialist support. If your child still needs extra support, with your permission staff will access further support through the Early Help process.

12. How will my child be included in activities outside of the classroom?

Where it is necessary, the School will use the resources available to it to provide support to enable safe participation of student in any extra curricular activity. Every effort will be made to make reasonable adjustments to enable students with SEND to participate in trips, visits and extra-curricular activities.

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

Lincolnshire's Local Offer can be found on Lincolnshire's Family Services Directory website:
<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/localoffer.page?familychannel=2>

Or via the LCC website:

<https://www.lincolnshire.gov.uk/homepage/131/send-local-offer>

Appendix A: Contact details

The **SENDCo** is Mrs Johnson: AJJohnson@spaldinggrammar.lincs.sch.uk

The **Assistant Headteacher** with responsibility for SEND is Mr G S Baker

The **SEND Governor** is Mrs S Hout: Contacted via the Clerk to the Governors.