



# Spalding Grammar School

## Special Educational Needs and Disabilities (SEND) Information Report

### 1.0 Introduction: Our Commitment to Inclusive Education

Welcome to the Spalding Grammar School SEND Information Report. This document is designed to provide parents and carers (any reference to parents throughout this document includes carers) and pupils with a comprehensive guide to our approach to supporting pupils with Special Educational Needs and Disabilities (SEND). We are committed to fostering an inclusive environment where every pupil is supported to achieve their full potential. While all our pupils are academically able, we recognise that high achievement can coexist with specific learning needs, and our provision is built on a person-centred approach that places the individual at the heart of everything we do.

To ensure clarity, it is helpful to understand the formal definitions of Special Educational Needs and Disability. These are defined in law and guide our school's policies and procedures.

#### **Special Educational Needs (SEND)**

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) states that a child 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.

#### **Disability**

Under the Equality Act 2010, 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'.

At Spalding Grammar School, we believe that high-quality teaching is the first and most critical step in responding to the needs of all pupils, including those with SEND. Our core principle is that **'Every teacher is a teacher of SEND'**. This whole-school responsibility ensures that support is embedded in every classroom, for every pupil.

The following sections outline the types of needs we support, how we identify them, and the graduated approach we use to provide tailored and effective provision.

## 2.0 Understanding the Four Broad Areas of Need

Special Educational Needs and Disabilities can manifest in a wide variety of ways. To help identify and support these diverse needs, the SEND Code of Practice categorises them into four broad areas. Understanding these categories can help parents and pupils recognise the spectrum of needs that our school is equipped to support. This section provides an overview of each area.

- **Communication and Interaction**
  - This area includes pupils who have difficulty communicating with others. This may involve challenges in saying what they want to, understanding what is said to them, or navigating the social rules of communication. Conditions such as Autistic Spectrum Disorder (ASD) and Speech, Language, and Communication Needs (SLCN) fall into this category.
- **Cognition and Learning**
  - This includes pupils who learn at a slower pace than their peers. They may experience difficulties understanding the curriculum, with organisation and memory, or have a Specific Learning Difficulty (SpLD) such as dyslexia, dyspraxia, or dyscalculia which affects a particular aspect of their learning.
- **Social, Emotional and Mental Health (SEMH)**
  - Pupils with SEMH needs may experience severe difficulties in managing their emotions and behaviour. This can manifest as anxiety, depression, or behavioural disorders like Attention Deficit Hyperactivity Disorder (ADHD). These needs can create barriers to learning and social interaction.
- **Sensory and/or Physical Needs**
  - This category covers pupils with a disability that requires additional support and/or equipment. It includes pupils with a visual or hearing impairment, a multi-sensory impairment, or a physical disability that impacts their ability to access the school environment and curriculum.

Understanding these categories is the first step. The following section explains our detailed process for identifying pupils who may require additional support in one or more of these areas.

### 3.0 The SEND Journey: How We Identify and Assess Needs

The early and accurate identification of SEND is strategically important for ensuring that every pupil receives the support they need to thrive. Spalding Grammar School follows a structured, multi-stage process, which we refer to as the "SEND Journey," to ensure that potential needs are addressed systematically and in partnership with teachers, parents, and the pupils themselves.

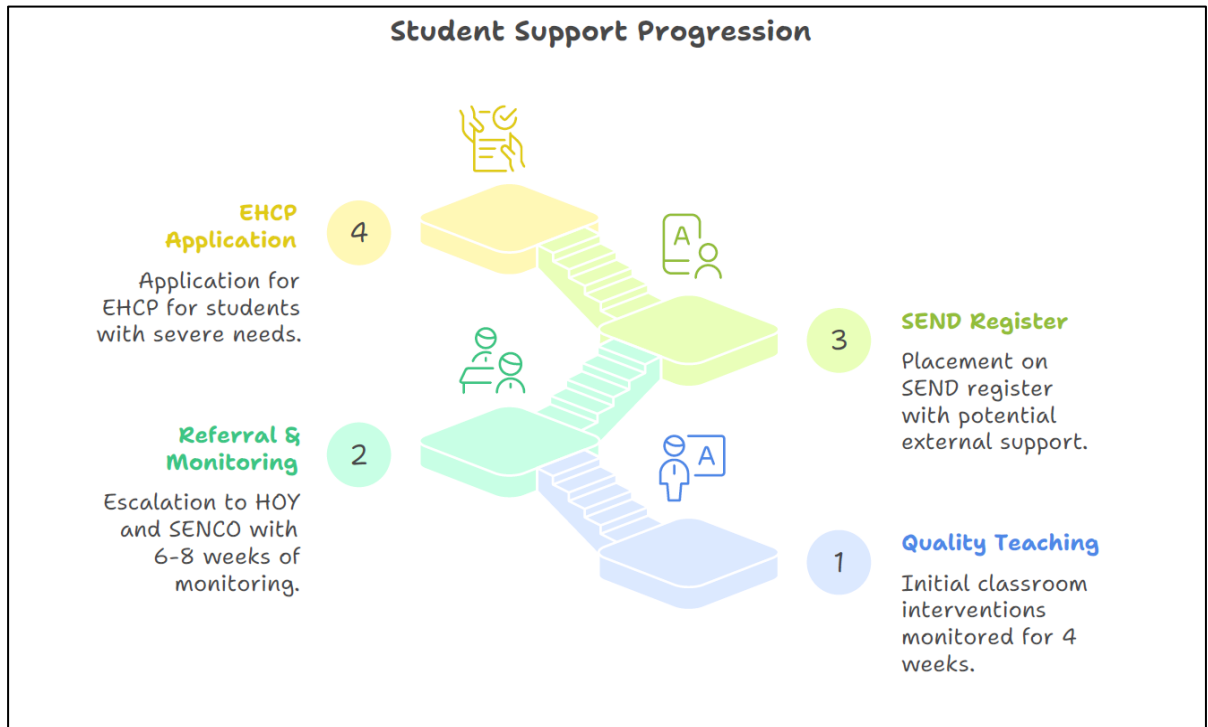
The identification process can begin before a pupil's needs are formally assessed, often through information gathered during their transition to our school or through ongoing monitoring. Initial indicators may include:

- Information provided by primary schools at the point of transition.
- Concerns raised by parents, carers, teachers, or the pupil.
- Close monitoring of pupil progress, attendance, and behaviour data.
- A marked and noticeable change in a pupil's behaviour and progress.

If these initial observations suggest that a pupil may have an unmet need, we follow a formal four-stage process to ensure appropriate action is taken.

1. **Stage 1: Quality First Teaching and Initial Concern** The class teacher is best placed to identify when a pupil may require additional support. The first step involves discussing the concern with the pupil and, with support from the Head of Department, implementing a short-term, subject-based intervention within the classroom. This is monitored for a period of **4 weeks**. If the intervention is successful, the pupil continues to be supported through high-quality, differentiated teaching. Teachers will email parents to inform them of the intervention which has taken place. All concerns and actions are then logged on our internal system, CPOMS.
2. **Stage 2: Referral and Monitoring** If the initial intervention does not lead to sufficient progress, the concern is escalated through a referral to the pupil's Head of Year (HOY) and the SENCo. The class teacher provides evidence of the interventions already trialled. The SENCo may then initiate observations and meetings, and the pupil will be added to a monitoring list for a period of **6-8 weeks** while further support strategies are implemented.
3. **Stage 3: SEND Register and External Support** If progress remains a concern after the monitoring period, the pupil could continue to be monitored for a longer period of time or may be placed on the School's SEND Register (coded as 'K'). At this stage, we may consider involving external agencies to provide specialist assessment and advice. The pupil's progress will be monitored for at least three terms.
4. **Stage 4: Education, Health and Care Plan (EHCP)** For a small number of pupils with severe, complex, and lifelong needs, an application for an Education, Health and Care Plan (EHCP) may be necessary. An EHCP is a legal document that outlines a child's special educational, health, and social needs and details the specific support required to meet

those needs beyond what the School can typically provide. Evidence gathered in the previous stages is essential for this application.



Once a need has been identified through this journey, we implement a clear and dynamic system of support, which is explained in the next section.

## 4.0 Our Graduated Approach to Support

Our support system is built on a "graduated approach," as mandated by the SEND Code of Practice. This is a dynamic cycle of '**Assess, Plan, Do, Review**' which ensures that support is tailored, effective, and responsive to a pupil's changing needs. This process is central to our commitment to providing fully inclusive teaching.

**Assess** If a pupil is not making expected progress despite high-quality teaching, we will conduct a detailed assessment of their needs. This is a collaborative process where, in consultation with staff, parents, and the pupil, we agree on the desired outcomes and targets for progress.

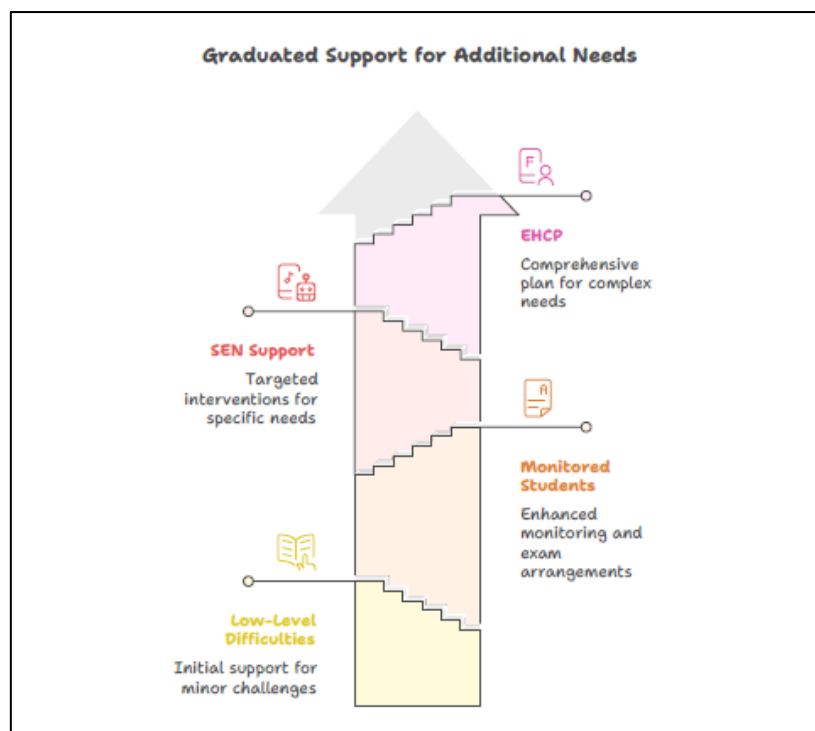
**Plan** Based on the assessment, a decision is made on the type of support required. This might involve adapting our core teaching offer or implementing something additional or different. If it is decided that your child requires support beyond our core offer, they will be added to the Additional Needs Register, and you will be informed.

**Do** Subject teachers remain responsible for the daily work with your child, even when they receive support from a Teaching Assistant (TA) or specialist. Teachers work closely with any support staff involved to plan and assess the impact of interventions. The SENCo provides ongoing support and advice to teachers on the effective implementation of strategies.

**Review** The effectiveness of the support is reviewed regularly in line with agreed dates. The views of the pupil and their parents are integral to this process, ensuring that support remains relevant and impactful. Progress is monitored as part of the normal school reporting cycle and through formal reviews of Pupil Profiles and EHCPs.

To manage this approach, the School maintains an **Additional Needs Register (ANR)**, which is banded into four distinct stages based on each pupil's level of need:

- **Stage 1:** This stage is for a pupil who experiences low-level difficulties which can be managed well through adapted tasks and modified teaching styles within the classroom (Quality First Teaching). They may be currently under investigation to see if additional support is required.
- **Stage 2:** Pupils at this stage are being monitored. They may have a diagnosed need but do not currently require support beyond Quality First Teaching, or they may have previously received support which is no longer needed. This stage also includes pupils who are in receipt of Exam Access Arrangements (EAA).
- **Stage 3 (SEN Support):** Pupils at this stage have a diagnosed additional need and require support that is additional to or different from what is available to all pupils. They are coded as 'K' on the register and will have a formal **Personal Learning Plan** with specific targets that are reviewed three times per year.
- **Stage 4 (EHCP):** This stage is for pupils with an Education, Health and Care Plan (EHCP). These pupils have high needs and may have involvement from other services such as Social Care and Health.



Pupils can move between stages 1-3 when this is reviewed termly as this is **a fluid process**. Parents will be involved when the pupil moves on or off the SEND register

This graduated approach is delivered through a wide range of provisions, which are detailed in the following section.

## 5.0 Provision and Support at Spalding Grammar School

"Provision" refers to the wide range of support, resources, and expertise available at Spalding Grammar School to meet the needs of our pupils. This section details the different types of support we offer, the expertise of our staff, the accessibility of our school environment, and our partnerships with external agencies.

### Types of Support Available

Type of Support	What This Means for Your Child
<b>Class teacher input via excellent targeted classroom teaching (Quality First Teaching).</b>	Your child's teacher will have the highest expectations and will adapt teaching methods to ensure they are fully involved in learning. This may involve using specific strategies like chunking information or scaffolding tasks. This is the core support for all pupils.
<b>Specific group work within a smaller group of pupils.</b>	If your child has gaps in their understanding, they may participate in small group sessions, either in or out of the classroom, run by trained staff to provide targeted support in a specific area of learning.
<b>Specialist individual sessions or small groups run in partnership with external agencies.</b>	For pupils with specific barriers to learning, we may seek specialist input from an external professional who can assess your child's needs and recommend specialist strategies or interventions.
<b>Specified individual support for your child (EHCP).</b>	For pupils with severe, complex, and lifelong needs, an Education, Health and Care Plan (EHCP) will outline a high level of specified individual support to ensure they can access the curriculum and make progress towards long-term goals.
<b>Specific support for your child on an individual basis and/or in small groups for social, emotional or mental health difficulties.</b>	Pupils can access confidential support from our Wellbeing Support Officer. We also offer interventions for anger awareness and social skills and can refer to external agencies like Healthy Minds or Children and Adolescent Mental Health Service (CAMHS).

### Staff Expertise and Training

- Staff have engaged in a wide range of professional development, including Working Together Team training on Making Sense of Autism, Autism and Anxiety, and related topics. We also work closely with the Behavioural Outreach Support Service (BOSS), who provide regular training in areas such as de-escalation, ADHD, and Pathological Demand

Avoidance (PDA). We have recently been trained in supporting Dyslexic pupils by the Dyslexic Outreach Team.

- In addition, SEND staff are skilled in various areas such as LEGO Therapy and Sensory Circuits to support pupils' emotional well-being and social development.
- All new staff receive SEND training as part of their induction, and training needs are reviewed regularly by the SENCo in collaboration with the Assistant Headteacher for Teaching and Learning to ensure that provision remains responsive and effective.
- The School has an ongoing training plan for all staff to improve the teaching and learning of pupils with SEND, including whole-school training on issues such as autism and dyslexia.
- We source an outside Specialist Teacher from Lincolnshire County Council and an Educational Psychologist from Futures in Mind.
- The School's SENCo, Mrs Amanda Johnson, holds the 'MA in Education – National Award for SEND Co-ordination' and an NPQSL (National Professional Qualification in Senior Leadership) to combine SEND expertise and leadership to lead improvement across the School.

### **The role of Teaching Assistants**

When deploying teaching assistants we use best practice as recommended by the Education Endowment Foundation (EEF). They summarise all the latest research and give guidelines to schools. We do not adopt a 'velcro' approach whereby the TA sits at all times with the student, instead encouraging independence with TA support taking many forms including scaffolding, small group work, occasional drop in for example. Pupil voice and teacher feedback is key to this process and pupils may not need that support in every lesson and this will be decided along with the member of staff involved.

### **School Accessibility and Facilities**

We are committed to ensuring our school is an accessible and supportive environment for all pupils.

- A dedicated **SEND Hub** is available as a quiet monitored space for pupils during the school day.
- A **Wellbeing Room** is used for emotional and behavioural support sessions.
- We have 5 accessible toilets, lifts with wheelchair access, and ramped entrances to the main building.
- We have a team of qualified first aiders to support pupils' medical needs.

### **Working with External Agencies**

When a pupil's needs cannot be met by the School's resources alone, we work in close partnership with a broad range of external services. These include, but are not limited to:

- Child and Adolescent Mental Health Service (CAMHS)
- Futures in Mind
- Speech and Language Therapy Service (SALT)

- Healthy Minds Lincolnshire
- Specialist Teaching Team
- Community Paediatrician
- Sensory Education and Support Service (SEST)
- Working Together Team (WTT)
- CASY counselling

The support from these agencies is carefully monitored and reviewed to ensure it effectively meets the pupil's individual targets and needs. The impact of all provision is measured systematically, as explained next.

## 6.0 Measuring Progress and Ensuring Effectiveness

Continually monitoring pupil progress is essential to ensure that the support we provide is effective and leads to positive outcomes. We use a combination of formal and informal methods to track progress and keep parents fully informed about their child's development.

Your child's progress is monitored in the following ways:

- **Continual Monitoring:** Progress is continually monitored by subject teachers, Form Tutors, and Heads of Year through classroom performance and regular check-ins.
- **Formal and Informal Assessment:** Throughout the year, progress is reviewed using a variety of high and low-stakes assessments, from short retrieval quizzes to formal examinations.
- **Data Access for Parents:** You can access your child's assessment data online via our **Go 4 Schools** platform, allowing you to stay informed in real-time.
- **Formal Reviews:** The progress of all pupils on the Additional Needs Register is formally reviewed by the SENCo. Pupil Profiles are working documents that are reviewed and updated as necessary. For pupils with an EHCP, a formal **Annual Review** is held with all adults involved in their education.

Measuring progress is a collaborative effort, and a strong partnership with parents and pupils is fundamental to achieving the best outcomes.

## 7.0 Partnership with Parents and Pupils

Spalding Grammar School believes that a strong partnership between the School, parents, and the pupil is fundamental to success. We are committed to working closely with you and your child to ensure that the support we provide is collaborative, transparent, and effective. This section details how we involve parents and pupils in the SEND process.

### Involving Parents

We actively encourage open communication and your involvement in your child's education. Parents are involved through:

- Regular sharing of assessment data and progress reports.

- Invitations to Progress Evenings to discuss your child's development with staff.
- Formal invitations to attend Annual Review meetings for pupils with an EHCP.
- The sharing of all reports from external agencies, with opportunities to discuss the findings and recommendations.
- Reviews of the Pupil Learning Plan (PLP) documentation.

### **Involving Pupils**

We recognise that all pupils have the right to be involved in making decisions about their own education. We encourage pupils to participate by:

- Stating their views about their education and learning.
- Self-reviewing their progress and helping to set new targets.
- Participating in Pupil Learning Plan reviews and Annual Review meetings to share their perspective.
- Engaging in regular contact with their Link Teaching Assistant (LTA) to communicate their needs.

We are committed to open communication and partnership. If you ever have a concern about the provision for your child, please do not hesitate to contact us.

## **8.0 Supporting Wellbeing and Transitions**

Our duty of care extends beyond academic achievement to include the emotional wellbeing of our pupils and ensuring they navigate key transitions successfully. We provide comprehensive pastoral support and a structured programme to help pupils with SEND manage change.

### **Wellbeing and Pastoral Support**

- Our **Pastoral team**, including Form Tutors and Heads of Year, work closely with the SEND department to support pupils.
- The School has a robust **anti-bullying policy** and recognizes that pupils with SEND may be more at risk. All bullying is taken very seriously.
- A **Wellbeing Support Officer** is available to provide confidential support for pupils struggling with emotional wellbeing, anxiety, or anger management.
- The **SEND Hub** provides a supervised space for pupils who need a quieter environment during social times.

### **Supporting Transitions**

We recognise that "moving on" can be a significant challenge for a pupil with SEND. We take proactive steps to ensure any transition is as smooth as possible.

- **Moving between year groups:** Information about your child is shared with their new teachers to ensure a consistent approach to support.

- **Transitioning in Year 11:** Pupils are given the opportunity to meet with an independent careers advisor to create an Action Plan for post-16 education. The SENCo can provide guidance and liaise with new schools or colleges to arrange visits if necessary.
- **Transitioning in Year 13:** The Sixth Form Pastoral Team supports pupils and parents with university applications, apprenticeships, and other career choices.
- **Moving to another school:** We will contact the new school's SENCo to ensure they are aware of any special arrangements and will pass on all SEND records promptly.

This internal support is complemented by an extensive network of external services and key contacts, which are outlined in the final section.

## 9.0 Key Contacts, Concerns, and Further Information

This section provides you with the key contacts for SEND at our school, information on how to raise a concern, and links to essential local authority resources.

### Who to Contact at School

Your child's **Form Tutor** or **Head of Year** is often the first point of contact for any general concerns. For specific SEND-related queries, please contact our dedicated team:

- **Exams Access Arrangements:** Mrs J Chiappino
- **Special Educational Needs Coordinator (SENCo):**
  - **Name:** Mrs A Johnson
  - **Email:** sen@spaldinggrammar.lincs.sch.uk
  - **Telephone:** 01775 765800
- **Assistant Headteacher with responsibility for SEND:** Mr A G Brooks
- **SEND Governor:** Mrs S Hoult (Contacted via the Clerk to the Governors)

### Concerns and Complaints

We value our partnership with parents and hope that open communication can prevent difficulties from arising. However, should you have a complaint regarding the provision for your child, the first point of contact should be the **SENCo, Mrs Johnson**. If the matter is not resolved, please refer to the School's full **Complaints Procedure**, which is available on the School website.

### The Lincolnshire Local Offer

Every local authority must publish a "Local Offer," which provides information on the services available for children and young people with SEND in the area. This resource is designed to help families understand what they can expect from a range of local agencies, including education, health, and social care.

- **Lincolnshire Family Services Directory (Local Offer):**  
<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/localoffer.page?familychannel=2>

- Lincolnshire County Council SEND Homepage: <https://www.lincolnshire.gov.uk/homepage/131/send-local-offer>

## Key Support Services

Agency	Website	Telephone Number
<b>Liaise</b> (SEND Information, Advice and Support)	<a href="http://www.lincolnshire.gov.uk/liaise/">www.lincolnshire.gov.uk/liaise/</a>	0800 1951635
<b>Lincolnshire Parent Carer Forum (LPCF)</b>	<a href="http://www.lincspcf.org.uk">www.lincspcf.org.uk</a>	07925 232466
<b>Healthy Minds Lincolnshire</b>	<i>Not provided</i>	01522 309777
<b>Children and Young People's Nursing Team</b>	<i>Not provided</i>	01522 308800
<b>Early Support and Care Co-ordination (ESCO)</b>	<i>Not provided</i>	01522 782111

## 10.0 Glossary of Terms

This glossary defines common acronyms and terms related to SEND to help parents better understand the information and processes discussed in this report.

Term/Acronym	Definition
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder. A behavioural disorder that includes symptoms such as inattentiveness, hyperactivity, and impulsiveness.
<b>ANR</b>	Additional Needs Register. The School's list of pupils identified as having SEND, sometimes referred to as a SEND Register.
<b>EAA</b>	Exam Access Arrangements. Reasonable adjustments made for an exam candidate, such as extra time or a scribe, which must reflect their normal way of working.
<b>EHCP</b>	Education, Health and Care Plan. A legal document for children and young people with high support needs, outlining the educational, health, and social care provision they are entitled to.
<b>Graduated Response</b>	The four-stage cycle of Assess, Plan, Do, Review used to identify, support, and monitor the needs of pupils with SEND.
<b>Personal Learning Plan/Pupil Profile</b>	A document for pupils on the Additional Needs Register (particularly Stages 3 and 4) that outlines their needs, targets, and the strategies to be used to support them.
<b>QFT</b>	Quality First Teaching. High-quality, adapted teaching that is available to all pupils in every classroom. It is the first step in supporting pupils who may have SEND.
<b>SEND</b>	Special Educational Needs and Disabilities.
<b>SEND Journey</b>	The School's internal multi-stage process for identifying and addressing potential unmet SEND needs.
<b>SENCo</b>	Special Educational Needs Co-ordinator. The teacher responsible for co-ordinating SEND provision across the School.

<b>SEMH</b>	Social, Emotional and Mental Health. One of the four broad areas of need, where pupils have difficulties managing their emotions and behaviour.
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