

SKEGNESS GRAMMAR SCHOOL – SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) INFORMATION REPORT – 2018-19



The SEND Code of Practice 6.79		Key Contacts
<p>The SEND Code of Practice 6.79 - <i>‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs Regulations 2014’</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p> <p>Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEND policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer. In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.</p>	<p>* SEND Co-ordinator (SENDCo) – Ms D Butler <i>Post Graduate Certificate in Special Educational Needs Coordination</i> Dbutler1@skegnessgrammar.co.uk</p> <p>* Assistant Principal - Mr J Sturman JSturman@SkegnessGrammar.co.uk</p>	
<p>1. What kinds of SEN are provided for in your school?</p>	<p>There is a diverse range of SEN found within the school and we endeavour not only to meet the needs of every student but to unlock their potential. The SEND Code of Practice 2015 outlines four broad areas of need: 1) Cognition and Learning 2) Communication and Interaction 3) Social Emotional and Mental Health Needs 4) Sensory and/or Physical Needs</p> <p>Specific examples of SEND at Skegness Grammar School (SGS) are as follows: dyslexia, visual impairments, students on the autistic spectrum, attention deficit hyperactivity disorder (ADHD) and physical conditions, amongst others. We operate an inclusive mainstream model of provision.</p>	
<p>2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENDCo’s name and how do I contact them.</p>	<p>It is a priority that students are identified as early as possible so that appropriate assessment, advice and provision can be implemented without delay. Identification of SENs is made through:</p> <ul style="list-style-type: none"> ● liaison with feeder primaries; ● monitoring of progress data through Key Performance Indicators (KPI); ● liaison with parents; ● subject teachers/support staff raising concerns about students; ● regular liaison with Heads of House (HOH), Form Tutors, School Improvement Leaders (SILs) and feedback from Pastoral staff; ● regular liaison with outside agencies and support services; ● a range of standardised assessments are used to identify and clarify needs across learning, social and emotional domains either by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) or the Specialist Teacher. 	

	<p>We take into account a wide variety of factors before including any student on the SEND Register. However, if a student is making inadequate progress because of SEND and needs additional support in the classroom, the student is included on the SEND register with full involvement of parents/carers.</p> <p>A student who has a physical disability and or medical condition is recorded on the Medical Register.</p> <p>All teachers and key staff are informed of the needs of individual students via the SEND Register, Monitoring List and Medical Register and are involved in their progress reviews as part of whole school monitoring.</p> <p>Students on the SEND register will have a student passport that is shared with all staff, this is compiled with the students involvement, parents/carers, staff feedback and any outside agencies and details the student views, targets and strategies to support their learning and or social development.</p> <p>It is important to note that students may receive additional support and interventions as part of whole school provision. However, this alone would not place them on the SEND Register.</p> <p>There are occasions when children/young people notice they learn differently to others, in this instance they should first talk to their form tutor who will refer them to the SENDCo to investigate their possible need further.</p> <p>When a student turns 16 and following the last day of the summer term the student is then entitled to take decisions in relation to and act on their own behalf rather than having their parents take the decisions for them, (Children and Families Act 2014 Section 83(2)).</p>
<p>3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	<p>Parents/carers are involved in planning their child's education through SEND reviews of progress, this is when targets for the student are set and progress is monitored. Students, parents/carers, teachers and outside professionals will contribute to the student's passport, this is shared with all staff to enable them to support the student in school. For those with an Education Health Care Plan (EHCP), there is also an annual review. Parents/carers are invited to feedback concerning how their child is progressing before the SEND review and to contribute to their child's student passport.</p> <p>We value the support, views and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for the student. We take account of the views of the parent/carers and child's hopes, personal goals and interests in discussions about their child's progress and impact of interventions on outcomes are essential.</p>

	<p>At times some students may have a home/school book to enable staff to keep parent/carers informed of how their child is doing on a daily basis. In addition to scheduled parents evenings and reviews; parents/carers have the opportunity to meet with teachers and staff upon request.</p>
<p>4. What arrangements do you have in place in your school to consult with children/young people with SEN and how do you involve them in their education?</p>	<p>Young people are at the centre of the support process. They are invited to attend meetings as appropriate where their progress is being discussed. Their views are taken into consideration and they are involved in the target setting process and contribute to their student passports. Young people who have an Education, Health and Care Plan are formally consulted annually.</p> <p>Young people's views are taken into account via student voice consultations, student forums and person-centred reviews as well as through the Student Council.</p>
<p>5. What arrangements are in place for assessing and reviewing children/young people's progress in assessing progress towards outcomes? What opportunities are there to enable you to work with parents and young people as part of this assessment review?</p>	<p>The review of progress for students on the SEND Register is not completed in isolation but monitored across the curriculum and in line with whole school monitoring and reporting systems. In addition, data such as whole school literacy testing, SEND assessments, reports from outside agencies, reports from teachers and key staff are taken into consideration. This information contributes to the student's SEND reviews and student passports.</p> <p>Progress data of all learners is collated by the whole school and monitored by teachers, pastoral staff, senior leaders and governors. Our school data is also monitored by Ofsted.</p> <p>The school follows the <i>Assess, Plan, Do, Review</i> cycle, as advised in the SEND Code of Practice, as part of a continuous cycle of monitoring outcomes.</p>
<p>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?</p> <p>7. What are the arrangements for supporting children and young people in moving between phases</p>	<p>There is clear evidence that students with SEND find transition particularly challenging so additional individual arrangements are overseen to ensure the student's individual needs are met. Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. SGS has well-established programmes of support for all students at each of the transition points and is committed to working in partnership with students, families and other providers to ensure positive transitions occur.</p> <p>Year 6 to 7: There is an annual Year 5 Open Evening for students and their parents/carers to view the school. This will give a general indication as to the classrooms, resources, teaching resources and school facilities. Once it is confirmed the student is to attend, Year 6 students have the opportunity to attend induction days. This provides the students with a sense of the school day and an opportunity to experience some lessons in most subjects that will be studied when they commence the academic year. This is followed with a welcome evening where Year 6 students and parents/carers are introduced to their Heads of Houses and meet their Form Tutors.</p>

<p>of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	<p>The member of staff responsible for transition visits the feeder Primary Schools. There is an opportunity for the Primary School to make the school aware of any SEND students and this information will be forwarded onto the SENDCo. A transition meeting may then be arranged with the SENDCo, they may also attend a review meeting or an EHCP annual review. This is to ensure that the individual needs of a student are discussed including what support has worked well in the school and how this can be transferred across and applied in the secondary sector.</p> <p>Parents/carers have a number of opportunities to discuss the needs of their child and any concerns about the transition with both primary and secondary school staff. Additional visits and a more personalised transition programme are arranged for students with more complex SEND or for those who are more vulnerable.</p> <p>KS3 to 4: Great care is taken to guide students through the Options process and as part of the review process students and parents/carers of students with SEND are provided with time to discuss their concerns. Parents/carers are able to discuss the appropriateness of aspects of the Key Stage 4 curriculum in relation to their child's specific needs.</p> <p>Post 16/18: When transferring between Key Stages students will discuss their options during their transition review meeting and an individual plan as appropriate will be put in place to support the students to make a decision that is right for them. Students and parents/carers are encouraged to visit educational establishments and contact details of SEN provision are provided for establishments applied for. In the case of Exams Access Arrangements, students are provided with their Form 8 when appropriate with their exam results as recommended in the JCQ regulations, this allows students to inform the SENDCo of their provision as soon as they start their course.</p> <p>Students with SEND provide positive role models to all student and regularly volunteer to support younger students with transition into school life at SGS during all transition phases.</p>
<p>8. What is your School's approach to teaching children and young people with SEN?</p>	<p>The vast majority of students with SEND are taught in mainstream lessons as part of our inclusive philosophy. There is an emphasis on high quality teaching being the first important step to meeting the needs of learners with SEND. To assist teachers with strategies for supporting students with SEND, the SEN Register gives adjustment in order to accommodate their needs beyond the normal differentiation that is required to be made. Information on specific conditions such as dyslexia, dyspraxia, autism and ADHD are hyperlinked to the names of specific students. This is an electronic working document that all teachers have access to and is updated regularly, as and when the information changes. This document includes, medical and SEND information. In addition there is a monitoring register of students who are making less than expected progress and being monitored for a period of time. A Medical register contains information for the classroom teacher for students with a medical condition and or disability who may need other provision within the classroom.</p>

	<p>All students who are on the SEND register have a Student Passport, which lists any additional and different interventions/support strategies to support learners. Some examples of additional and different provisions might include extra support through small group intervention on literacy, a time out arrangement whereby a student has a designated area to go to if needed, or modified resources. We modify the student passports during their SEN review, as our learners and their needs change.</p>
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>Every teacher is required to adapt the curriculum to ensure access to learning for all in their class. The Teacher Standards 2012 detail the expectations on all teachers and at Skegness Grammar School we are proud of our teachers and their development. Our teachers use various strategies to ensure access to the curriculum including, but not limited to:</p> <ul style="list-style-type: none"> ● Differentiated learning objectives and resources; ● Visual timetables; ● Writing frames; ● iPads, laptops or other alternative recording devices; ● Mentoring buddy systems; ● Positive behaviour rewards system; ● Students may receive intervention 1:1 or small group work, the aim of which is to transfer skills into mainstream lessons; ● Some students with SEND require special exam access arrangements for internal and external examinations; ● Every effort is made to accommodate students with physical disabilities so that they can have as normal experience of school as possible. Students are supported on an individual basis to meet their needs.
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? * How do you ensure that the expertise and training of staff to support children and young people with SEN is current? * How do you access and secure further specialist expertise?</p>	<p>In line with the schools SEND Policy, classroom teachers are provided with appropriate information and guidance about the special educational needs of students. Appropriate staff training will be offered to meet the needs of students within school. This training is published in the whole school Continuous Professional Development calendar on an annual basis, or as specific training need is identified by school leaders.</p> <p>Specialist support is sought if a student has a particular need beyond the expertise of the school. The school has a close working relationship with a number of local authority services. The Specialist Teaching Team (STT) team is used primarily for the identification of some learning needs including but not limited to Dyslexia. Assessments are also used to carry out exams access arrangement testing to ensure that students have the appropriately allocated additional time, reader or scribing to meet their needs during exams.</p> <p>The School is able to access other specialist services including health, therapy and social care through its involvement in Early Help Assessment (EHA), Child in Need (CIN), Child Protection (CP) and Multi-Agency meetings. – Educational Psychologist, The Working</p>

	<p>Together Team, School Councillor, Healthy Minds and access to Child and Adolescent Mental Health Services (CAMHS) via the SENDCO and pastoral support workers and make referrals to the Community Paediatric Team.</p>
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>Monitoring progress is an integral part of teaching and leadership within Skegness Grammar School. The progress of all students, including those with SEND, is evaluated in line with the assessment and reporting calendar, through rigorous data monitoring. The effectiveness of SEND Support is evaluated by staff, students and parents using the ‘assess, plan, do, review’ cycle to ensure a graduated approach. Before any additional provision is selected to support a student, the SENCO, teacher, parent/carer and young person, agree what they expect to be different following this intervention/support. If a learner has a Statement or Education Health and Care Plan (EHCP) the same reviews take place, but the EHCP will also be formally reviewed annually.</p>
<p>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	<p>The school provides a wide range of extra-curricular activities during lunchtimes and after school, all students have access to these and are actively encouraged to attend one or more.</p> <p>Each form has a Form Captain (KS4) and a Form Representative (KS3), all students are encouraged to put themselves forward to represent their form and then apply for the School Council including students with SEND.</p> <p>Educational trips out of school are subject to risk assessments and appropriate steps will be made to meet the requirements of students with SEND. Parents/carers are invited to comment and contribute to the risk assessment.</p>
<p>12. How do you support children and young people with SEND to improve their emotional and social development?</p> <p>* Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.</p>	<p>The Pastoral Team is available to provide communication for students and parents/carers. Staff can also raise concerns via the Pastoral team. Students with SEND are monitored closely by the pastoral teams as well as the SENDCO.</p> <p>Behavioural issues are dealt with individually through a support card. The attendance officer is also available to consider attendance issues. Support systems are in place for addressing behaviour, avoiding exclusions and increasing attendance which is supported by a Report Card system. Parental involvement is the key to success. All pastoral issues are then overseen by the Heads of Houses.</p> <p>SGS Bullying Policy states that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are encouraged to report them and all incidents will be dealt with promptly and effectively.</p> <p>Specific members of staff are first-aid trained and help to manage the administration of medicines. There is a room for physiotherapy as well as a disabled toilet and shower facility at both ends of the school.</p> <p>The views of students are taken into account via student voice and input in the Student Council which has representatives from each of the Tutor groups.</p>

<p>13. Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	<p>The first point of contact for parents/carers to discuss something about their child is the school receptionist who is best placed to deal with the initial enquiry and inform the SENDCo. If parents/carers are unhappy they can contact the Assistant Principal – Mr J Sturman who will be able to assist you. Alternatively, the school Complaints policy can be found on the website.</p>
<p>13. Access</p>	<p>At SGS we look at the educational needs of an eligible student with disabilities and, in liaison with the other professionals involved with the student, plan a comprehensive learning package, which will allow for measurable learning opportunities to be put in place. This means that the student, and all adults involved in supporting that student, will meet to plan the educational provision best suited to the needs of the individual student. At all times we will work closely with parents/carers to ensure that their child receives the very best educational experience that SGS can offer.</p>
<p>14. Discrimination</p>	<p>SGS has an Accessibility and Equality Policy, to underpin and help ensure every student is provided with equal opportunity to access all aspects of our curriculum. We welcome any suggestions as to how we can further improve our facilities and provisions.</p>
<p>15. What steps have been taken to ensure students with SEN are not treated less favourably?</p>	<p>The ethos of inclusion at SGS ensures that students with SEND are not treated less favourably than other students. The culture of removing 'learned helplessness', building self-esteem, confidence and independence works toward this model.</p> <p>The diverse cultural community of SGS is often celebrated and the achievement of students with SEND, both educationally and creatively (drama, sports, music), are of equal importance to those for students without SEND. Our staff are well equipped to work with all our students, and the SENDCo and pastoral team provide support and guidance where appropriate to ensure that teachers can offer the best possible educational experience for students with SEND.</p>
<p>16. Lincolnshire County Council local Offer</p>	<p>A link to LCC 'Local Offer' can be found here: Special educational needs and disabilities (SEND) - local offer - Lincolnshire County Council https://www.lincolnshire.gov.uk/childcare-and-family-support/special-educational-needs-and-disabilities/send-local-offer/</p> <p>Parents/Carers of students with SEND might find the following whole school policies useful. These are available on the school website: SEN Policy, Behaviour Policy, Anti-Bullying Policy, Equality Policy, Accessibility Policy.</p> <p>Further support and guidance is available from:</p> <ul style="list-style-type: none"> • Liaise - (SEND Information, Advice and Support Service in Lincolnshire) https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=FDv65Lc6jxs • Government Advice - The Department for Education: 'SEND: guide for parents and carers' - Publications - GOV.UK https://www.gov.uk/government/publications/send-guide-for-parents-and-carers