

Steyning Grammar School

SEND Information Report: Spring 2017

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1. Introduction

Welcome to our SEND Information Report, which forms part of the West Sussex Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEN.

When we talk about "provision", we mean what we provide in order to meet the needs of a child and help them make progress at school, which is appropriate to their age.

2. What are Special Educational Needs (SEN)?

At different times in their school career, a child or young person may have a special educational need. The 2014 Code of Practice defines Special Educational Need (SEN) as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age 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 a mainstream school or post-16 mainstream institution."

If a learner is identified as having SEN, we will make provision which is "additional to" or "different from" that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

3. What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

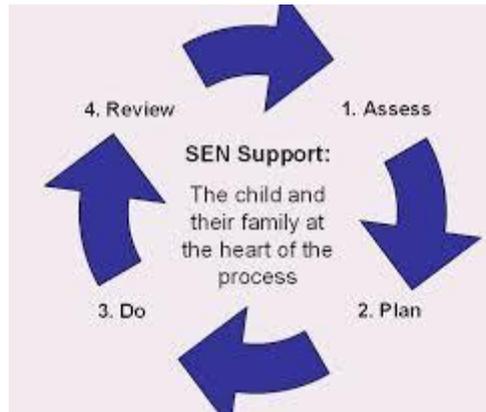
This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may, therefore, be covered by both SEN and disability legislation.

4. What is our approach to teaching learners who have SEN?

At Steyning Grammar School our aim is to provide all students with the opportunity to achieve the best possible educational and personal outcomes. The school's inclusive ethos means that teachers strive to remove barriers to learning and provide a safe and secure learning environment in which students are challenged and inspired. The needs of students with SEND are largely addressed through differentiated, quality first teaching, though the Curriculum Support Department offers targeted interventions and mentoring support where needed.

At Steyning Grammar School we believe in and practice participation for all. For us, the child and their family is at the heart of all we do.

- We believe that all adults and children/young people should participate in learning and we celebrate all members of our school community.
- We celebrate an inclusive culture in our school and aim always to be as responsive as possible to the diverse backgrounds of our children, their interests, experience, knowledge and skills.
- All teachers are updated on matters pertaining to Special Educational Needs and Disability via training sessions during INSET time (Jan 2017 all staff participated in training on practical ideas for supporting students with SEND in the classroom.)
- We regularly invest time and money in training our Curriculum Support staff to to enhance their skills and knowledge and thus improve the support and intervention they provide.
- Staff are provided with student-specific advice and support via the register of SEND, emails and student passports.
- All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are also trained to support medical needs.
- Our approach follows the Assess Plan Do Review cycle described in the 2014 SEND Code of Practice



5. How do we identify and assess SEN at Steyning Grammar School?

- Prior to transfer, feeder schools are visited or contacted, in order to gather information about students with special educational needs. Information about individual needs and disabilities is made available to all of our teachers and support staff who use it to inform their planning.
- Monitoring of individual progress is completed rigorously by faculties and individual reviews, screening tests and through procedures described in the school's assessment policy.
- We carry out Cognitive Ability Tests (CATs) for all our Year 7 students and in KS3 the Curriculum Support team conduct regular reading and spelling assessments of those students who may have difficulties in these areas. This, combined with information about National Curriculum Levels, is used by teachers to plan appropriately differentiated lessons.
- Parents/carers are encouraged in the first instance to speak to the form tutor or subject teacher about any concerns they have. If you are worried that your child may have a Special Educational Need and/or Disability, you should contact the SENCo to discuss the matter further. We also encourage all teachers and tutors to raise any concerns they may have about any student at the earliest opportunity.
- When parents raise concerns about their child's educational needs, the SENCo will contact them to establish the exact nature of the concern. The SENCo will then gather appropriate data and information from the child's teachers and, in some cases, diagnostic assessments may be carried out. The SENCo will then feed back to parents/carers

and, if necessary, a meeting will be arranged, to discuss the findings before support strategies, referrals or interventions are put in place.

- The Special Educational Needs Co-ordinator (SENCo) and our qualified exams assessor will support the identification of barriers to learning using a range of assessment tools/packages such as:
 - LUCID LASS computer screener – provides a snapshot assessment of visual-spatial memory, auditory sequential memory, phonological processing, phonic decoding, reading, spelling and non-verbal reasoning.
 - ACCESS Reading Test to assess reading comprehension skills;
 - TOWRE to assess word reading efficiency
 - Detailed Assessment of Speed of Handwriting (D.A.S.H.) to assess speed and legibility of writing;
 - WRAT 4 to assess reading, spelling and computation skills;
 - CTOPP2 to assess phonological processing;
 - TOMAL2 to assess memory difficulties.

The assessment tools/packages are standardised/norm referenced which means that the results are compared against a large national sample of individuals of the same age. If the learner is at an age-expected or age-appropriate level they will score between 85 and 130 on the scale, with most individuals of that age group scoring around 100. It is important to remember that these assessment tools/packages can only provide a snapshot of a learner's abilities on that day as they can, of course, be influenced by other factors.

If a learner has a significantly low score in one particular area, this doesn't necessarily always mean that they have SEN as learners can fall behind their peers for a number of reasons: they may have been absent from school, they may have attended a number of schools and not had consistent opportunities to learn and make age-appropriate progress. They may be new to English ("English as an additional language" or E.A.L.); they may have worries or anxieties which distract them from learning. At Steyning Grammar School, we are committed to ensuring that all learners have equity of access to learning opportunities and we will intervene with those who are at risk of not learning to age-expected and age-appropriate levels.

Our SEN profile as of January 2017 shows that we have 324 students (16.5% of the school roll of 1950) identified as having SEN; 14 of these have a Statement of Special Educational Need or Education, Health and Care Plan (all Statements are being converted to EHCPs between September 2014 and April 2018) maintained by West Sussex County Council.

- 61% of our SEN students are identified as having SEN primarily related to Cognition and Learning;
- 16% have needs primarily related to Communication and Interaction;
- 8% have needs primarily related to Sensory or Physical issues;
- 15% have needs primarily related to Social, Emotional and Mental Health issues.

6. How do we support learners with SEN and/or a disability at Steyning Grammar School?

All of our teachers are teachers of inclusion and special educational needs and every teacher is required to adapt the curriculum to ensure access to learning for every child in their class. The Teacher Standards 2012 detail the expectations of all teachers and this is why at Steyning Grammar School we place such emphasis on the professional development of all staff. The Teacher Standards are available here:

<https://www.gov.uk/government/publications/teachers-standards>

Steyning Grammar School has Special Support Centre (SSC) for Additional Educational Needs for students who have a statement or EHCP. Students who are in the SSC are mainly integrated in mainstream classrooms, usually with additional support. They may benefit from a higher level of specialist interventions which are taught in Curriculum Support classrooms.

Research evidence shows that Children's needs are best met through high quality teaching delivered in the classroom by subject specialist teachers, who take account of the needs of each child. We therefore aim to include students, including students in the SSC in timetabled lessons as much as possible. Teachers use various strategies to adapt (differentiate) the curriculum. This might include:

- The use of IT and alternative technology;
- A variation in the degree of support for an individual learner;
- Targeted use of additional adults;
- Writing frames;
- Breaking tasks into smaller activities ("chunking");
- Peer support and buddy systems;
- Alternative resources;
- Simplified language;
- Extension activities to challenge the more able learner;
- Being in smaller groups with a higher level of support;

In addition to a differentiated curriculum, some students may require some in-class support or additional intervention. Where necessary, an individual programme of support and intervention for your child will be drawn up. It is important that you and your child take part in this process, so that you can contribute your opinions and concerns. The plan may include school provision and may, also, include input from external agencies and services. Our school provision is tailored to meet the needs of the cohort of students we have in the school and currently includes:

- KS3 withdrawal intervention groups in literacy, numeracy and social skills;
 - KS3 tutorial time interventions in spelling and handwriting;
 - 1:1 mentoring support;
 - KS4 spelling and handwriting groups during break and tutorial time;
 - KS4 students taking the Curriculum Support option;
 - Support from our behaviour support team;
 - Support from the inclusion team led by Mr King in the Cuthman Centre for KS4 students experiencing social, emotional or behavioural difficulties;
 - Support from our school counsellor.
- At KS4, students are advised to follow a pathway of choices that match their ability, allowing every student to have the best possible opportunity for examination success. When Year 8 students are going through the process of making their choices, you are invited to an options evening, which enables you and your child to speak to relevant staff about each of the courses on offer.
 - Also at KS4, the Curriculum Support faculty offers an ASDAN/Curriculum Support option, which gives students the opportunity to work towards the ASDAN Bronze, Silver and Gold Awards and also allows students to access support for their GCSE subjects and to develop study, organisational and revision skills and revision. This option is by 'invite only' and will be discussed with parents during the course of the options process.

All our learners who are identified as having SEN are entitled to support that is "additional to" or "different from" the normal differentiated curriculum. The precise type of support is dependent on the individual's learning needs and is intended to enable access to learning, overcoming the barrier to learning identified in the SEN.

- All students in KS3 and KS4 who are on our register of SEND have a student passport, which details their needs and the strategies that they feel support them best, students are involved in the creation of these passports and they are shared with parents.
- Students in KS5 on the register of SEND are invited to meet with a member of the Curriculum Support team early in the academic year to discuss their support requirements, they are also offered the opportunity to create a student passport. Student passports are updated at least once a year and more frequently if a student's needs change.
- For the learners with the most complex needs, support may be detailed on an Individual Learning Plan. These plans are modified and updated each year (or as appropriate) as the learners develop and their needs change.
- For students who have either a statement or EHCP, the targets and provision will also be reviewed at the student's annual review.

7. Learning Activities outside the classroom including school trips

All learners have equal opportunity to access extra-curricular activities at Steyning Grammar School and the school offers a wide range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all.

- At Steyning Grammar School we strive to ensure that all students, regardless of their individual needs, have access to the whole range of educational opportunities and activities.
- Support staff are allocated, when required, to accompany students on school trips and full risk assessments are made to ensure all aspects of health and safety have been considered before embarking on the trip.
- As a parent we encourage you to discuss any concerns with us so that we can plan for full inclusion.

8. How do we know if the support we offer and provide is effective?

Monitoring the progress of learners is an integral part of teaching and leadership at Steyning Grammar School. We always welcome feedback on the effectiveness of the support we give our students (please see "contact us" below).

Parents/ carers will receive progress reports, which show their child's progress in each subject area throughout the year. There is also one Parents' Evening during the year for each year group, which offers an opportunity for parents/carers to discuss progress with their child's subject teachers, the SENCo is also available during these evenings to discuss any concerns that parents/carers may have in regard to their child's needs. Parents/carers will also receive an Annual Progress report, which includes a tutor report as well as your child's progress across all subject areas and their personal development.

We follow the "assess, plan, do, review" model of SEN Support from the 2014 Code of Practice to ensure that parents/carers and their children are involved at each step. Parents/carers, students and staff are informed of planned provisions and involved in reviewing the impact and outcomes of SEN provision on a regular basis.

The SENCo monitors the progress of students on the register of SEND and analyses their progress at each assessment point, particularly in core subjects. If a student is not making expected progress then the SENCo will liaise with relevant subject teachers and consider how best to address the issue.

The effectiveness of Curriculum Support interventions is carefully monitored by means assessment at the start and end of the provision. This may involve analysing progress using diagnostic testing, which can measure progress using standardised scores or by assessing a student's success in achieving desired outcomes agreed at the start of the provision

All students with Statements or EHCPs have an Individual Learning Plan which clearly outlines the support that is in place. Children with Statements of SEN or EHCPs will also have an Annual Review. There will be additional opportunities for parents/carers of students with SEND to meet with the SENCO by appointment

We recommend that parents look at useful websites to help them understand all the issues around their child's special educational needs and work with us to support their child. Two very good examples of such sites are Special Needs Jungle, available on:

<http://www.specialneedsjungle.com/>

and Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS), available on:

<https://westsussex.local-offer.org/information/3-information-advice-ias>

We always welcome the views of the students of Steyning Grammar School. This can be through the Student Council as part of student voice, through registration or lesson time.

9. Supporting the overall wellbeing of students

All our staff are regularly trained to provide a high standard of pastoral support.

- Every year group is led by a Head of Year, who, along with your child's form tutor, will be available to discuss your child's well-being with you. It is the form tutor who has daily contact with your child, so they will be the first point of contact for such matters. If there is an issue that affects a student's well-being, the form tutor or the Head of Year would ordinarily liaise with the parent/carer in order to find an appropriate course of action.
- Each student on the SEND register is allocated a member of the Curriculum Support team who acts as an additional point of contact for parents of children with additional needs.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully in place and understood by all staff.
- We regularly monitor attendance and take the necessary actions to prevent unauthorised absence.
- Student voice is central to our ethos and this is encouraged in a variety of ways such as our very active School Council.

10. How accessible is the school environment?

- We seek advice from external services on how to make the site more accessible for any student with a disability.
- Within the school, there are lifts and ramps to certain areas of the first floor, however not all of the buildings and classrooms can be accessed by a wheelchair.
- Both in the lower and upper school we have dedicated Curriculum Support classrooms where intervention takes place and provides student's with a safe haven for those children who may need a quiet supervised area at social times.

11. Staff in our Curriculum Support Team

SENCo (based at Shooting Field) – Sarah Quaglieri BA (hons) PGCE National Award for SEN Coordination CCET

Assistant SENCo (based at Church Street) – Ceri Smith BSc (hons) PGCE National Award for SEN Coordination OCR in Specific Learning Difficulties

Curriculum Support Teacher – Lorraine Armstrong - BA (hons) PGCE AcoT Level 5 in Identifying and Teaching Learners with Dyslexia and Difficulties in Literacy

In addition to the teaching staff above, Steyning Grammar School employs a team of Learning Support Mentors (LSMs), one Administration Assistant and one Higher Level Teaching Assistant (HLTA), who is qualified to conduct educational assessments and apply for Exam Access Arrangements.

Our LSMs work in subject classrooms and the Curriculum Support area, working with teachers to provide personalised learning programmes for students with special or additional needs. We always try to ensure as high a match as possible between the needs of a student or group of students, the subject in question, and the skills, experience and knowledge of the LSM. This is to achieve as far as possible a student-centred approach across the curriculum. Our LSMs therefore develop an improved knowledge of how our students learn best and are better placed to work collaboratively with teachers to deliver lessons designed to minimise an individual's barriers to learning.

Staff in the team have expertise and experience in supporting students with a range of SEND including:

- Dyslexia (2 staff hold a level 5 qualification in supporting students with dyslexia)
- Dyscalculia
- Dyspraxia
- Autism (5 LSMs recently complete the Autism Aware award)

- ADHD
- Attachment Disorder
- Speech and Language Difficulties
- Selective Mutism
- Cerebral Palsy

We are committed to ensuring that we are able to support the needs of all students and with each cohort joining the school we assess staff training requirements in the light of the needs of students joining the school.

12. External Agency Support

In addition to the specialist provision available within school, we also seek advice and guidance as appropriate from specialist teams at West Sussex Children's Services and other agencies particularly:

- Special Educational Needs Statutory Advisory Team (SENAT);
- Learning Behaviour Advisory Team (LBAT);
- West Sussex Educational Psychology Service;
- West Sussex Sensory Support Services;
- West Sussex Speech and Language Team;
- School Nursing Services;
- Child and Adolescent Mental Health Services (CAMHS.)

13. Funding and Decisions about Levels of Support

Our budget for SEND is allocated according to our provision management system. Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. At Steyning Grammar School we seek to ensure a value for money service, so all our interventions are evaluated on a regular basis.

Children's needs are best met through high quality teaching by subject specialist teachers, who take account of the needs of each child. We refer to this as Quality First Inclusive Practice and it is clearly defined in our setting.

- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.
- The SENCO oversees all additional support and regularly shares updates with the SEN Governor.

14. Parental Involvement

We regularly involve parents/carers in discussions about their child's learning and progress.

- We operate an open door policy and take every opportunity to strengthen this dialogue.
- Parents are invited to contribute through a variety of means such as: parents' evenings; questionnaires; informal discussions; progress meetings and representation on the Governing Body.
- Parents are invited to join the 'Friends Of Steyning Grammar School' (FOSGS), a Parent Teacher Association whose role is to encourage links between home and school through a variety of fundraising activities. fosg@sgs.uk.net

15. Transitional support: the next steps

Transition is a part of life for all learners. This can include:

- Moving to Steyning Grammar School from primary school or another secondary school;
- Moving from Steyning Grammar School to another secondary school;
- Moving classes or groups within school;
- Having a new teacher;
- Moving from school to sixth form, work, college or university.

Steyning Grammar School is committed to working with learners, their parents and families, and other settings/providers to ensure that positive transitions occur. Planning and support for transition is a particular and important element of our provision for all SEN learners at Steyning Grammar School.

We gather information about your child's needs from their primary school. Most feeder schools are visited by the KS3 or KS4 Director of Learning and the SENCo. The SENCo and Learning Support team work closely with other providers and settings to ensure a transition which is as smooth and positive as possible for learners with SEN and/or disability.

- If your child is on the SEND Register when they transfer from primary school the SENCo will visit them to answer any questions that they may have. Incoming students complete transition booklets in their feeder schools and students on the SEND register will also have the opportunity for additional visits to Steyning Grammar School prior to the induction day.
- Learning Support Mentors (LSMs) visit the feeder schools to work with incoming students for a day and support in tutor groups on the induction day.

- The SENCo attends Annual Reviews for students with a statement or EHCP in year 5, 6 or 8. The SENCO will also attend external agency meetings for incoming students where relevant.
- From Year 8, transition planning starts for the move into key Stage 4.
- Post 16, College SENCos visit Steyning Grammar School to discuss the needs of students with SEND.
- Students have the opportunity to visit colleges prior to transition post GCSE exams.
- Where students have qualified for Exam Access Arrangements, details are passed on to their chosen destination.

16. Wider Collaboration

Steyning Grammar School School is a member of.....

The SENCo liaises with other SENCos:

- From local secondary and primary schools to discuss local and national SEND issues.
- At LA run meetings.
- On the transfer of a student with SEND.
- Through the national DfE hosted 'SENCo-forum' mailing system and Advisory Group.

17. Contact us and useful links

We welcome your feedback and future involvement in the development of our provision for students with SEND and this SEND Information Report so please do contact us.

The school contact number is 01903 814555

SENCo: Sarah Quaglieri squagliari@sgs.uk.net

Assistant SENCo: Ceri Smith csmith@sgs.uk.net

Useful links:

West Sussex Local Offer for SEND: <https://westsussex.local-offer.org>

